

The Effects of the Kahua Program Upon Teachers, Cross-Organization Collaboration, and Future Opportunities

2014



Prepared by McREL International
for Kamehameha Schools,
Kauhale Kīpaipai

About McREL

McREL International is a nonprofit education and research organization based in Denver, Colorado. For almost 50 years, McREL has been helping educators use research to improve student achievement. As a national leader in research and evaluation, school improvement, standards-based education, balanced leadership, professional development, policy development, and scenario planning, our highly respected experts provide services to educators in 50 states and 18 foreign countries. McREL's client list includes federal, regional, and state agencies; school districts; institutions of higher education; foundations; private organizations; and international entities. Learn more at www.mcrel.org.

The following individuals contributed to this report:

Nolan Malone, Ph.D. (McREL)

Wendy Kekahio, M.A. (McREL)

Aime Black, Ed.D. (McREL)

Mary Lee, Ph.D. (Pacific Policy Research Center)

Contact

McREL's Pacific Center for Changing the Odds

1003 Bishop Street, Ste. 2200

Honolulu, HI 96813

P: 808.664.8175 • F: 808.664.8190

McREL International

4601 DTC Blvd., Ste. 500

Denver, CO 80237

Web site: www.mcrel.org • E-mail: info@mcrel.org

P: 303.337.0990 • F: 303.337.3005

Acknowledgements

The study team gratefully acknowledges Kamehameha Schools and Hawaii State Department of Education Kahua Core Planning Team members for advising on this study, providing extant data, participating in further data collection, and reviewing this report.

Introduction

In 2006, teacher attrition, particularly among new hires, was of particular concern and interest to the Hawaii Department of Education (HDOE), with over half of public school teachers in Hawai'i leaving within five years of being hired (Vorsino, 2010). Teacher retention, along with research highlighting the adverse effects of teacher attrition on student outcomes, was coupled with concerns around teacher preparedness to teach in Hawaii's classrooms. These issues, and a persistent achievement gap between Native Hawaiian students and other student groups, were significant concerns confronting Hawai'i's public school system (Kauhale Kīpaipai, 2012).

Research suggests that teacher retention and effectiveness can be positively impacted by teacher induction and supportive mentoring programs (Guarino, Santibañez, & Daley, 2006; Heller, 2004; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Weiss, 1999). Programs can include mentoring, classroom support, opportunities for collaboration and networking among teachers, planning time with teachers in the same subject area, communication with school leadership, and combinations of multiple supports (Guarino, Santibañez, & Daley, 2006, Ingersoll & Smith, 2004; Wong, 2005). Additionally, tailoring teacher professional development to unique local and cultural contexts can also generate positive outcomes for teachers (Chinn, 2007).

Building from this research base, the Kahua Teacher Induction and Professional Development Program was designed in response to local and contextual factors and implemented in Hawaii Department of Education Complex Areas beginning in 2007. Kahua was designed to retain teachers new to Hawai'i by acclimating them to the communities and cultures in which they live and work. Additionally, as noted by the founders of Kahua, the program strove to cultivate mentors among teachers, so that they could in turn train future teachers and create sustainable capacity within the HDOE. Lastly, Kahua was developed to better engage students and to link communities to schools. This evaluative study serves to examine the Kahua program as an approach to implementing consistent, effective, and relevant teacher support to address the challenge of high teacher attrition and its adverse effects on student achievement.



Study Purpose and Design

In collaboration with Kamehameha Schools' (KS) Kauhale Kīpaipai (PAI) Department, McREL International conducted a comprehensive study of the Kahua Induction and Mentoring program. A mixed-methods approach was utilized that incorporated extant data and data collected specifically for this study.¹ Additionally, this study used a collaborative design that involved the primary users of the evaluation findings in key decisions throughout the evaluation process. Such an approach helps program stakeholders identify the most important information to collect in order to increase the use of the evaluation findings. As such, program stakeholders identified four evaluation questions for this study; each of these areas is described in the following sections:

Evaluation Question 1	 Establishment and implementation	How did the Kahua program begin and what was the design and implementation of the program?
Evaluation Question 2	 KS-HDOE Collaboration	How was the collaboration between Kamehameha Schools and the Hawaii Department of Education established and implemented?
Evaluation Question 3	 Teacher Outcomes	What impacts did the Kahua Program have upon teacher retention, use of culture-based approaches, and building of positive relationships?
Evaluation Question 4	 New Opportunities	What opportunities for new programs were presented as a result of the Kahua Program?

¹ Data included in this report were gathered from the following instruments: focus groups, participant and non-participant retrospective surveys, participant records, stakeholder's surveys, founder's interviews, and program records. For detailed information on this study's methodology, including the instruments used, data collection procedures, response rates, and respondent characteristics, please see Appendix A.

Establishment and Implementation of the Kahua Program

This section describes the establishment and implementation of the Kahua program, including how the program began, the multi-stakeholder model, and community collaborators.

Establishing the Kahua Program

A partnership was formed between HIDOE and Kauhale Kīpaipai (PAI), a department within the Public Education Support Division at KS dedicated to developing and implementing culture- and place-based education strategies to improve student learning. In addition to these two leading organizations, numerous community organizations collaborated to begin planning a teacher induction program designed to address the teacher induction and retention needs within the HIDOE. In 2007, these organizations planned and developed Kahua, a teacher induction program intended to improve teacher preparation and retention using culturally based approaches.

Kahua was implemented in the following geographic regions and complex areas (table 1). These areas, and corresponding acronyms, are referred to through the report.² The implementation of Kahua is described further in the “Implementation of the Kahua Program” section.

Table 1. List of Kahua geographic regions and complex areas

Geographic Region		Complex Area(s)	
Name	Acronym	Name (Abbreviation)	Acronym
East Hawai‘i	EHI	Kea‘au/Ka‘ū/Pāhoa Hilo/Laupāhoehoe/Waiākea	KKP HLW
West Hawai‘i	WHI	Honoka‘a/Kealakehe/Kohala/Konawaena	HKKK
Windward	WIN	Kailua/Kalāheo (Ko‘olau) Castle/Kahuku	KOO
Maui, Molokai, and Lana‘i	MML	Hana/Lahainaluna/Lana‘i/Moloka‘i (CANOE)	CAN

Key Questions:



- *How did Kahua begin? (1a)*
- *What is the nature and process of the Kahua multi-stakeholder model? (1b)*
- *Who are the community collaborators that have participated and in what capacity? (1c)*

² This study examined program and participant outcomes from 2007–2013 and included each of these complex areas. The Nānākuli/Wai‘anae complex area was not included in this study as the Kahua program was not fully implemented in this area due to other identified needs of the complex area. Teacher Institutes, another program developed by Kauhale Kīpaipai, was implemented in this area.

Founders of Kahua (e.g., personnel who contributed to the initial design of the program in 2007) envisioned a program that would connect public and private education in the form of community outreach, and which embraced an interdisciplinary way of training teachers and educating youth in Hawai'i. Most significantly, Kahua was envisioned as a culture-based induction program that emphasized education and learning through relationship building and content relevant to students' lives and Hawaiian value systems. Simultaneously, the founders were aware that Kahua needed to be aligned with DOE common core standards and guidelines for professional development.

Multiple personnel in the HIDOE and KS were involved in the development of Kahua (see Appendix B-1 for a list of personnel). The founders described the process by which Kahua was developed as one predicated upon prior strategic planning initiatives within KS, as a mutually collaborative effort between key KS and HIDOE leads, and focused on the needs of both institutions.

In addition to the commitment of Kamehameha Schools, HIDOE, and community partners, several

resources were needed to develop and implement Kahua. The founders indicated that cultural resources — curricular, material, personnel, and community — were most critical.

Training modules, General

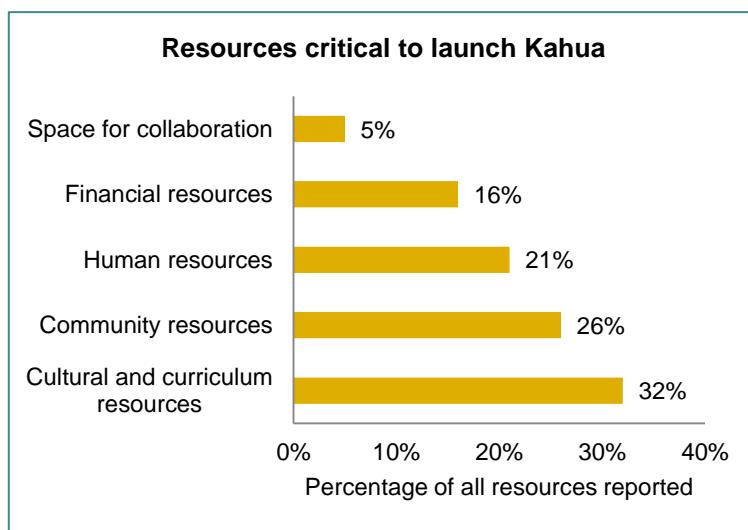


Figure 1. Respondent themes on the types of resources critical to launch Kahua (percentage of all resources reported)

Source: Founder's Interview

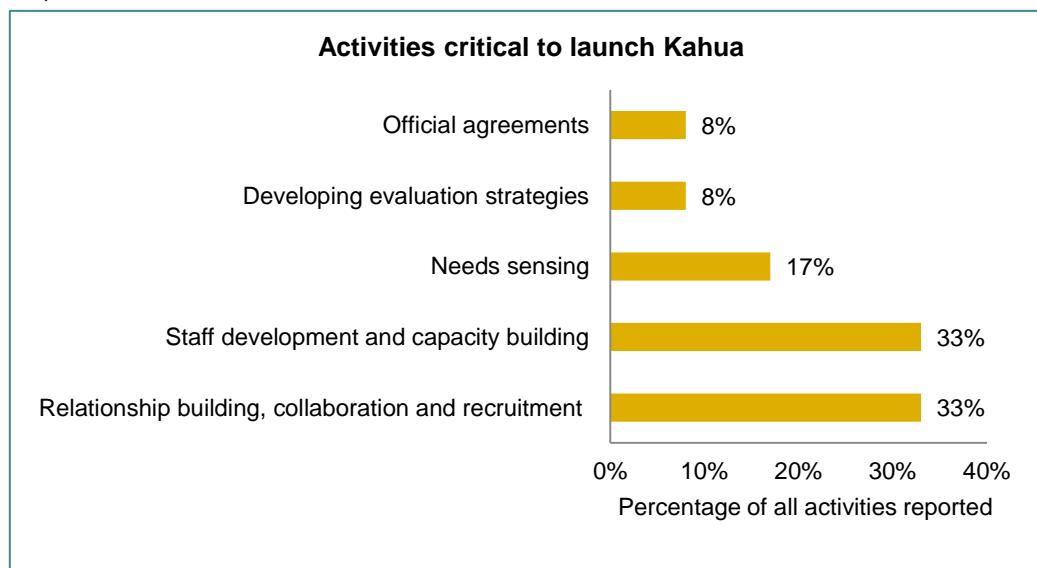


Figure 2. Respondent themes on the types of activities critical to launch Kahua (percentage of all activities reported)

Source: Founder's Interview

Learner Outcomes, Moenahā, ‘Ōlelo No’eau, Nā Honua Mauli Ola, community contacts and resources (museums, parks, astronomy center), resource teachers, complex superintendents, and kūpuna were all named as specific contributors to Kahua’s start-up. Financing and space for collaboration were also mentioned by the founders as obvious and important resources that helped launch Kahua (see Figure 1).

In addition to these program resources, several processes and activities contributed to the program’s start. The founders emphasized the investment in recruitment, relationships, close collaborations and professional development opportunities as the processes most essential to the successful launch of Kahua (Figure 2). Communication, trust, skills, and partner participation were built through these processes, giving the program a core of trained professionals capable of launching the program, stakeholder buy-in, and momentum. Founders spoke of efforts on the part of the administrative, instructional, and bureaucratic sectors of both KS and the HIDOE to sustain start-up efforts.

Stakeholder reluctance was most frequently cited as a barrier to establishing Kahua and a great deal of investment was required throughout the launch of the program to navigate the challenges that stemmed from this issue. More specifically, extra time and effort were required to work through some of the residual effects of past, less-than-successful collaborations between KS and HIDOE (Figure 3). According to the interview data, KS has acquired a less-than-desirable reputation through its previous work with the HIDOE, which was characterized as intermittent, temporary, and non-committal. At the beginning of Kahua’s development, trust was not forthcoming from some leaders who carried this institutional memory, and soliciting responses and involvement was a challenge. It is quite likely that the HIDOE surmised that KS would not meaningfully commit to building capacity among its staff and teachers, and was thus hesitant to enter into another partnership. Interviewees noted that, at the start, this reluctance may have translated to a lack of communication or miscommunication within the HIDOE about how a partnership with KS could benefit its teachers.

Stakeholder reluctance was also described as a general discomfort with KS’ methods for training teachers and supporting professional development delivery. According to some of the founders, at the start of the implementation phase, numerous practitioners regarded Kahua’s culture-based protocols and practices as contentious. They required time to not only understand the connection between culture-based methods and quality teaching and learning outcomes, but to feel comfortable inter-articulating education delivery with the promotion of cultural identity practices. In other words, a concern about cultural bias or prejudice within the Kahua curriculum arose from the teaching

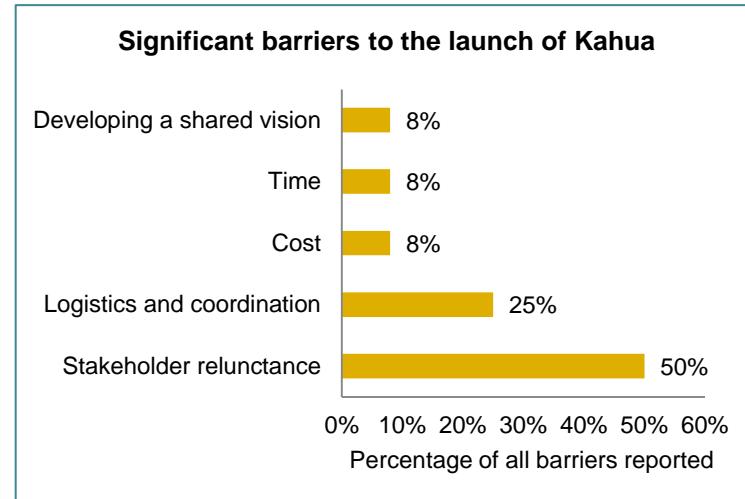


Figure 3. Respondent themes on the significant barriers to the launch of Kahua

Source: Founder's Interview

community, and soliciting their participation required assurances and demonstrations of its global applicability.

Less frequently mentioned barriers to launching Kahua included the pace of KS and HIDOE bureaucracies for slowing program adoption, as well as the cost projections for sustaining Kahua beyond the memorandum of agreement (MOA). Stakeholder buy-in was likely hindered by the high probability that the HIDOE would not be able to fund Kahua sufficiently beyond the pilot phase.

Implementing a multi-stakeholder model

Kahua was established and implemented using a multi-stakeholder model in order to promote effective and sustainable educational change. The primary stakeholders that PAI identified for engagement were DOE personnel, charter schools, and non-profit community organizations (Kauhale Kīpaipai, 2012). A summary of the importance of each stakeholder group is provided below, followed by examples of how each group was engaged in Kahua.

DOE personnel. PAI's review of education research reveals that *teachers* are a critical factor in students' education (Bill & Melinda Gates Foundation, 2010; Darling-Hammond & Rothman, 2011; Hess, Rotherham, & Walsh, 2004; Walsh & Tracy, 2005; Weisman, Sexton, Mulhern, & Kneeling, 2009). Furthermore, two prominent issues related to teachers emerged in PAI's literature review: teacher quality and teacher retention. Research shows that teacher quality varies greatly, and the quality of teachers can dramatically affect student learning (Ingersoll, 2007). In Hawai'i, teacher turnover has reached alarming rates, with over half of public school teachers leaving within their first five years (Hawaii Department of Education, 2010, Vorsino, 2010). Research shows that such high turnover rates can negatively affect student achievement (Ronfeldt, Lankford, Loeb, & Wyckoff, 2011).

Additionally, while teachers greatly influence student learning, administrative support is also crucial to improving student outcomes. PAI's review of extant research related to *school administrators* reveals that principals provide teachers with important guidance and resources. As such, educators are increasingly concerned about how principals should best be recruited and retained (Chapman & Planning, 2005). Moreover, school administrators are critical to effecting school change. New initiatives and strategies, such as culturally based education methods, must receive administrative support in order to be properly implemented in school classrooms (Kauhale Kīpaipai, 2012).

PAI also identifies *school staff* as an often overlooked stakeholder group that has the capacity to affect student achievement. School staff interact with teachers, students, school administrators, and parents alike. They are instrumental to creating a healthy school culture, the absence of which can inhibit student learning (Freiberg, 1998).

Charter schools. A review of research on charter schools suggests that charter schools offer increased freedom, flexibility, and empowerment to design and implement instructional strategies that are more conducive to student learning (Ascher, Jacobowitz, McBride, & Wamba, 2000; Wohlstetter & Griffin, 1998). Charter schools, as compared to traditional public schools,

have more decision-making authority with respect to curriculum and instruction (Malloy & Wohlstetter, 2003). The successes that charter schools are able to demonstrate are likely to be a result of such enabling conditions as school power and autonomy, the presence of supportive networks and organizations, and the presence of supportive parents (Wohlstetter & Griffin, 1998). Taken together, the interplay between autonomy and market forces may contribute to innovation and quality within the areas of instruction and curriculum, school organization and governance, and in some cases, alter teacher qualifications and union involvement within charter schools (Arsen, Plank, & Sykes, 1999).

Non-profit community organizations. Research shows that when public education systems form alliances with for-profit and non-profit organizations, these alliances may serve as effective vehicles for leveraging resources, boosting capacity, and may ultimately improve and enhance educational service delivery to all students (Wohlstetter, Malloy, Hentschke, & Smith, 2004). Alliances with for-profit and non-profit organizations can address problems and needs that are beyond the capability of individual organizations within a single sector (Chrislip & Larson, 1994; Mattessich & Monsey, 1992). According to research, one way to enhance capacity and improve the education services of educators is to provide them with opportunities to ally with other cross-sectoral alliances, such as for-profit and non-profit organizations (Berliner, 1997; Briggs, 2000; Newmann & Sconcert, 2000).

Student learning is enhanced when families, communities, and school representatives forge strong relationships. Successfully facilitating these interactions and connecting students' experiences inside and outside of school can greatly improve student outcomes (Ferguson, 2008).

PAI has engaged these multiple stakeholder groups through several programs and targeted efforts. While Kahua was created to engage with teachers, PAI also created the Ho'okele Leadership Program in 2011 to engage administrators. Based on the Kahua model, the purpose of Ho'okele is to provide professional development to school leadership, such as principals and other administrators, in the areas of culture- and place-based education (Kauhale Kīpaipai, 2012).

Gaining support through community collaborations

PAI recognizes the importance of developing strong collaborative partnerships in order to create positive learning environments. Establishing a strong relationship with the HIDOE and community organizations is a fundamental strategy in all of PAI's programs and prominent in the design and execution of the Kahua Program. Building such relationships and collaborations is supported by research as a "complementary system that brings together a schools' stakeholders to provide holistic approaches to student success and well-being" (Kauhale Kīpaipai, 2012).

The community collaborations that were initiated as a part of Kahua served not only to provide Kahua participants a connection to community resources, but to also present a new vision for how community organizations can be incorporated into HIDOE programs and activities. This model demonstrated a way

to utilize the knowledge, expertise, and resources of the community in an educational manner that reaches beyond Kahua.

According to the Kahua End-of-Year Evaluation Reports from 2008–2012, between 25 and 62 community collaborators have participated in Kahua every year. The number of community collaborators that have participated in Kahua each year is displayed in Table 2.

Table 2. Number of Kahua community collaborators by school year³

School year	Number of community collaborators
Total	161
2008–09	25
2009–10	24
2010–11	62
2011–12	50

Source: Kahua Program Records

A complete list of all community collaborators can be found in Appendix B. The Kahua End-of-Year evaluation reports do not explain the capacities in which all collaborators participated, but each report provides highlights of these contributions. These partners, and their contributions, are summarized below:

DOE organizations

- Personnel from **the Hawai‘i State Teachers Association** spoke during the Kahua orientation about membership benefits and their planned activities for the upcoming school year.
- **The Kamehameha Schools Koa Reforestation Project** educated teachers about the history of reforestation efforts and the importance of land stewardship.
- **Representatives from the Hawai‘i State Teachers Association representatives** provided Kahua participants with information about membership and state and chapter activities in 2011–12.

Charter schools

- **Kua o Ka Lā**, a Hawaiian-focused charter school, shared examples of culture-based education with Kahua teachers.
- **Kanu o ka ‘Āina New Century Public Charter School** hosted seminars in which Kahua teachers experienced place-based learning by monitoring stream restoration and planting young plants.
- West Hawai‘i Kahua participants saw culture-based education put into practice at **Kanu o ka ‘Āina**, a Native-Hawaiian focused charter school in Waimea.

Non-profit community organizations

- **Friends of Kahana** hosted the first day of orientation in 2008–09 for the Ko‘olau complex. Members described the history and culture of the location and prepared and served a feast of Native Hawaiian foods.

³ Many community collaborators participated in Kahua in multiple years. These figures, therefore, do not represent a unique count of community partners.

- **The ‘Imiloa Astronomy Center** in Hilo hosted a seminar in which specialists presented the Moenahā Framework in order to connect traditional knowledge with present-day technology.
- **Paepae o He‘eia**, a non-profit organization, provided Kahua teachers with fish identification posters for their individual classroom use.
- **Waimea Middle School** and **Parker Ranch** facilitated an outdoor learning experience that modeled peer teaching and assessment strategies.
- **Ka‘ala Farm Inc.** hosted a seminar in which Kahua teachers worked in the lo‘i, made kapa, and pounded kalo in order to develop lesson plans that connected experiential learning to standards and assessment.
- **The Pacific American Foundation** offered Kahua teachers an opportunity to engage in hands-on learning at a fishpond.
- Resource teachers from the **Volcano Art Center and Keakealani Outdoor Education Center** organized a trail walk to educate Kahua teachers about invasive plant species.
- **The Lahaina Canoe Club** hosted a seminar for Kahua teachers in which they learned to work together to paddle a canoe.
- The first day of the 2011–12 Ko‘olau Orientation was hosted by **Friends of Kahana** at the Kahana Valley Park. Kahua participants experienced activities prepared by Friends of Kahana: history and culture talks, tours of historic sites in the valley, a feast of Native Hawaiian foods, and music and talk-story throughout the day
- A seminar day in Hilo was hosted by the **‘Imiloa Astronomy Center** where a Moenahā unit on honoring traditions of the past within the advancements of present-day technology was presented by education program specialists.
- **Lahaina Canoe Club** provided Kahua participants with a hands-on, cultural experience of paddling a canoe, which allowed everyone to work together.

Implementation of the Kahua Program

Following the collaboration between multiple organizations, the investment in start-up activities and processes, and the identification of a multi-stakeholder model, the Kahua program was piloted in 2007–08 with 36 participants in the Kea‘au/Ka‘ū/Pāhoa complex area (Kahumoku & Kekahio, 2010). Kahua then expanded and, in 2011–12, more than 150 participants from six different HIDOE complex areas (MML, HLW, KKP, HKKK, and both complexes from KOO) participated in Kahua (Kamehameha Schools, 2012). The complex areas in which Kahua was implemented in each school year are displayed in Figure 4.



Figure 4. Complex areas that implemented Kahua by school year

Source: Figure reproduced from Kahua 2011-12 End-of-Year Report.

Note: Complex areas are written in brown during the first year that they implemented Kahua.

The overall mission of the Kahua program is to “cultivate an awareness of and sensitivity to Hawaii’s cultural approach to learning in the hope that it will bridge one’s own educational framework with that of the host culture and its values of ‘ohana, community and place.” This mission is supported through ‘Ike Pilina, ‘Ike Honua, and ‘Ike Piko’u as described below. Aloha—or love, compassion, kindness, affection and regards—anchors all of these three ‘ike.

- **‘Ike Pilina**, or relationship building, focuses on the valuing the importance of building relationships with people, significant places, and the school community. This is done through ho’olauna (getting to know each other), getting to know Kahua, becoming familiar with expectations to come, building an awareness and sensitivity to Hawai’i’s learners, developing strategies for building relationships, and building ‘ohana.
- **‘Ike Honua**, or sense of place, focuses on the experiencing the importance and value of place-based learning and fostering a “sense of place” for Hawai’i. This is done through participating in community experiences, interacting with significant places and people, previewing school assignments, meeting people from assigned school, hana no’eau (making something useful and meaningful), and realizing the importance of place-based education.
- **‘Ike Piko’u**, or personal growth, promotes personal growth, development, and self-worth to support a greater sense of belonging, compassion, and service toward one’s self, family, and community. This is done through a review of huaka’i and validity of this methodology for learning, accepting different learning and teaching styles, understanding culture shock, receiving and providing advice and encouragement, becoming aware of unwritten rules, and developing awareness of and sensitivity to culture based education.

Please see Appendix B-3 for a graphical representation of the cultural foundational elements of Kahua. Additionally, Box 1 provides a complete description of the elements of the Kahua program.

Box 1. Description of Kahua Program Components

Multiple program components collectively work together toward this mission. Program components include:

- An **orientation component**, based on culturally-appropriate, place-based, current “best practices” that assist teachers to:
 - Understand appropriate and effective strategies (e.g. classroom management, instruction techniques) to educate Native Hawaiians and other local students;
 - Orient themselves with DOE and HSTA requirements;
 - Build positive relationships with peers, parents, guardians, and other family members and community members
- A **mentorship component** that utilizes DOE academic coaches and community mentors (e.g. Kūpuna) to assist teachers to strategize and implement:
 - Effective culturally-appropriate, place-based, current “best” educational strategies (e.g. classroom management, instruction) for all students, particularly those of Native Hawaiian ancestry;
 - Appropriate ways to build positive relationships with peers, parents, guardians, other family members and community members.
- **Huaka'i:** visiting the residential, business, cultural areas near the schools and helping the new teachers to become familiar with the community served by the schools
- **Seminar/Follow-Up Days:** holding 3 seminars at significant cultural sites in each complex area to facilitate place-based teaching and learning. A “suggested” but not required Kahua component is to schedule additional workdays for Kahua teachers to prepare for the Hō'ike. At these workdays, teachers will receive assistance with their presentation for the Hō'ike.
- **Hō'ike:** showcasing teachers' work in using place-based, culturally relevant teaching strategies
- **Hawaiian Cultural Framework for Learning and Teaching:** including culturally relevant teaching strategies/framework, like Nā Honua Mauli Ola (cultural guidelines) and Moenahā (framework for teaching), in orientation and seminars.
- **Teaching Resources:** providing samples of place-based, culturally relevant curriculum materials, toolkit, resource materials, visual aids, website resources, etc.
- **Data Collection/Evaluation:** collecting teacher information, pre/post surveys; observations; student data/HAS data; kupuna mentor logs, etc.
- **Facilities:** identifying large-group meeting places within complex area, with computer access, for meeting with Kahua teachers
- **Key Speakers:** using educational and cultural consultants from the community who have a perspective about teaching and learning in Hawai'i and, in particular, Native Hawaiian children
- **HSTA/Retired Teachers Connection:** involving teacher union representatives as well as retired teachers from area
- **Community/Cultural Mentors:** using kūpuna/mākua from the area to serve as mentors for new teachers
- **On-Site Core Planning Team:** including people from area with subject matter expertise who can help guide/shape Kahua's development and implementation
- **On-Site/Island Project Coordinator:** employing a community person to serve as a liaison between DOE and KS, who helps ensure that Kahua needs are being addressed

Source: Reproduced from the Kahua 11-12 Final Report.

Summing up Kahua Establishment and Implementation

- The Kahua program began in 2007 through a partnership between HIDOE and PAI as a teacher induction program intended to improve teacher preparation and retention using culturally based approaches.
- Program founders considered cultural, curricular, material, personnel, and community resources to be especially critical to the successful launch of the program. They also emphasized the investment in recruitment, relationships, close collaborations and professional development opportunities as the most essential activities and processes to launching the program.
- The main challenge associated with launching the program was securing stakeholder buy-in and trust.
- Kahua was built upon a multi-stakeholder engagement model, focused specifically on including DOE personnel (teachers, school administrators, and school staff), charter schools, and non-profit community organizations in the design and implementation of the program.

KS-HDOE Collaboration

The design and implementation of the Kahua program was driven by the collaboration of Kamehameha Schools and Hawaii Department of Education (HDOE). This collaboration was identified as an essential element of the Kahua Program. This section documents how the collaboration between HDOE and KS took place, how trust and capacity was built between organizations, and which Kahua program elements were adopted by HDOE. Founders cited the support of many individuals, including Complex Area superintendents, resource teachers, human resources officers, program staff, key KS leadership, HDOE's Office of Human Resources, the Office of Hawaiian Studies, Kūpuna, and Kanu o ka Āina as being critical to launching and implementing Kahua.

Key Questions:



- *How did the collaboration between KS and the HDOE take place? (2a)*
- *How did PAI build trust and capacity in working with DOE? (2b)*
- *Were there differences between the seven complex area sites? (2c)*
- *What elements of the Kahua program were adopted by the DOE each year by each complex area? (2d)*

Description of the collaboration between KS and HDOE

Through this collaboration, KS was responsible for introducing the Kahua program to HDOE complex areas and training participants. HDOE was responsible for integrating the Kahua program into their already-existing teacher induction practices. Founders described the contributions of KS largely in terms of resources/funding, cultural expertise, and leadership. DOE contributions were described in terms of the provision of work spaces, resource teaching staff, and education specialists who contributed to program implementation. As HDOE became more familiar with Kahua, HDOE personnel would assume a greater role in implementing the program.

Starting in 2008–09, each HDOE complex area reported to KS the interactions that took place in order to plan and implement Kahua. These interactions ranged from conducting in-person meetings and phone conference calls to conducting seminars and classroom observations. These interactions were crucial to establishing a productive working relationship across organizations. In the KKP and HLW complex areas, the frequency of interactions was the highest at the launch of the Kahua program. For example, 42 interactions between KS and HDOE were documented in the 2008–09 school year in KKP. In HKKK, the peak number of interactions occurred in 2010, with 64 interactions taking place across organizations (see Appendix C-1).

The founders indicated that the collaborative process between KS and the DOE was mostly positive. Certain key leadership within the DOE was described as an inspiration to work with. Their vision for Kahua and expertise and willingness to take risks was essential to the development and implementation of the program. KS leadership and staff were also described as very informative, patient, and thought-provoking. As might be expected, the collaborative process was often an exercise in adaptability, as each

complex area has unique needs and experiences different rates of staff turnover. At times, collaboration was a challenge because of certain historical precedents (between KS and HIDOE), old political alliances, and feelings of distrust, which led to some obstruction.

The majority of stakeholder survey respondents (67 percent) reported that they strongly agreed that the partnership between KS, HIDOE, and other organizations was effective at *planning* the Kahua Program (Figure 5). Of the remaining respondents, 13 percent of respondents somewhat agreed and 20 percent strongly disagreed. There were equal percentages of respondents (67 percent strongly agreed, 13 somewhat agreed, and 20 percent strongly disagreed), to a similar question on the effectiveness of the collaboration in implementing the Kahua Program (Figure 6).

Respondents provided open-ended responses that the collaboration between organizations was effective at planning the program due to the commitment of members, the diverse expertise and contributions of stakeholders, the establishment of a shared vision of Kahua, and the presence of a genuine collaborative spirit. For example, related to having a shared vision, respondents stated that there were clear goals and objectives and a concentration on the three ‘ike (‘ike pilina, ‘ike honua, and ‘ike piko‘u). Other responses reflected capitalizing on the “supports and strengths of all members” and “the involvement of diverse stakeholders.”

Similar comments were provided regarding the effectiveness of the collaboration in *implementing* the Kahua program. Respondents again reported a shared vision and members’ commitment as contributing to the collaboration’s effectiveness. Additionally, respondents stated that having a connection to teachers, appropriate funding by KS, and knowledgeable staff were also factors that made the partnership effective. However, one respondent noted that, at times, KS’s and HIDOE’s interest in teaching methods may have been different, while another respondent stated the regulations, process, and coordination within the

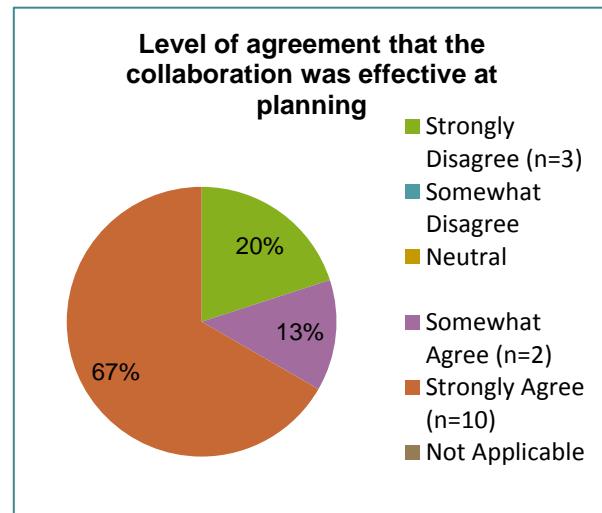


Figure 5. Level of agreement that the collaboration was effective at planning the Kahua Program
Source: Stakeholder’s Survey

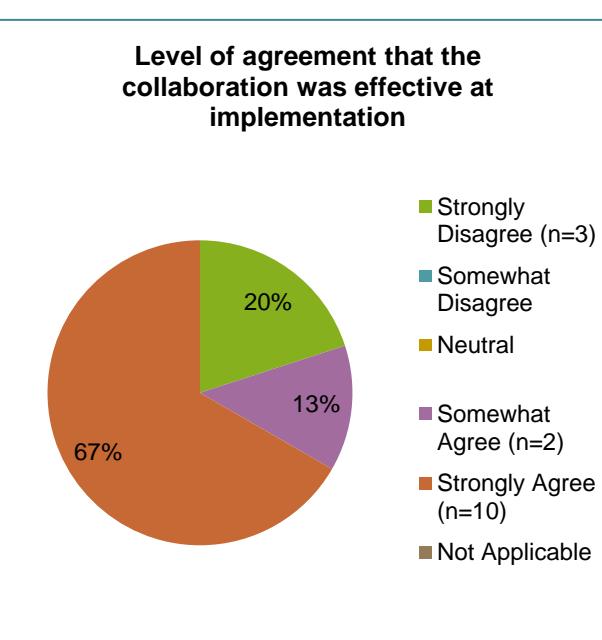


Figure 6. Level of agreement that the collaboration was effective at implementing the Kahua Program
Source: Stakeholder’s Survey

HDOE during the development of Kahua were factors that led the partnership to be ineffective.

Respondents were also asked if they experienced teamwork among all program planners, mentors, and presenters. The majority of respondents (67 percent) strongly agreed that they experienced teamwork, while 13 percent somewhat agreed that they experienced teamwork. The remaining participants (20 percent) strongly disagreed that they experienced teamwork (Figure 7).

In comments to this question, respondents stated that team members had individual roles and responsibilities that were necessary for program success. Specifically, a respondent stated that “team members volunteered to take responsibility for various assignments and tasks (e.g., presentations, contacting resources, prepping materials); another respondent stated “like a canoe, everyone paddled together. Everyone had such different personalities, which was an asset because the tasks to be completed were done by each person, not just one person. For example, one person with more tech experience would take on that role and another person with speaking would take on more of the presenting, although everyone at some point did each role.” One respondent noted that everyone worked together, despite the presence of a few team members who should not have been on the team.

Additionally, respondents discussed that, even though members had their own roles, they also helped one another. One respondent stated that “members were prepared to step in and did so without the Kahua teachers even being aware of the substitution.”

Establishing trust between organizations

Frequent, ongoing, and consistent interactions between HDOE and KS were fundamental strategies not only to launch Kahua, but also to build trust between the two organizations. Documentation of these interactions was captured in the HDOE End-of-Year reports. Additionally, stakeholders were surveyed on their experience and perception of trust between HDOE and KS.

Level of agreement that teamwork was experienced among collaborators

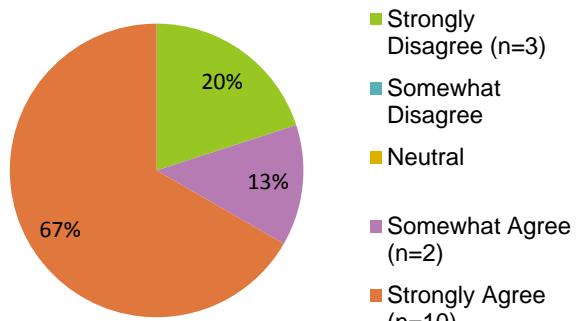


Figure 7. Level of agreement that teamwork was experienced among collaborators

Source: Stakeholder's Survey

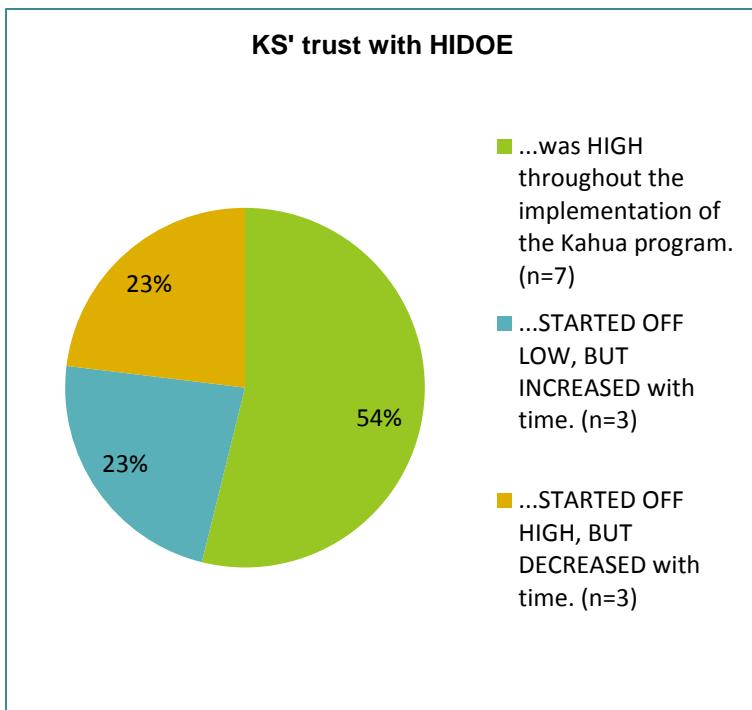


Figure 8. Perceptions of KS' trust with HIDOE

Source: Stakeholder's Survey

HIDOE's trust with KS started out low and grew over time (43 percent). HIDOE's trust in KS was reported by one respondent (7 percent) to have started out high and decreased with time (see Figure 9).

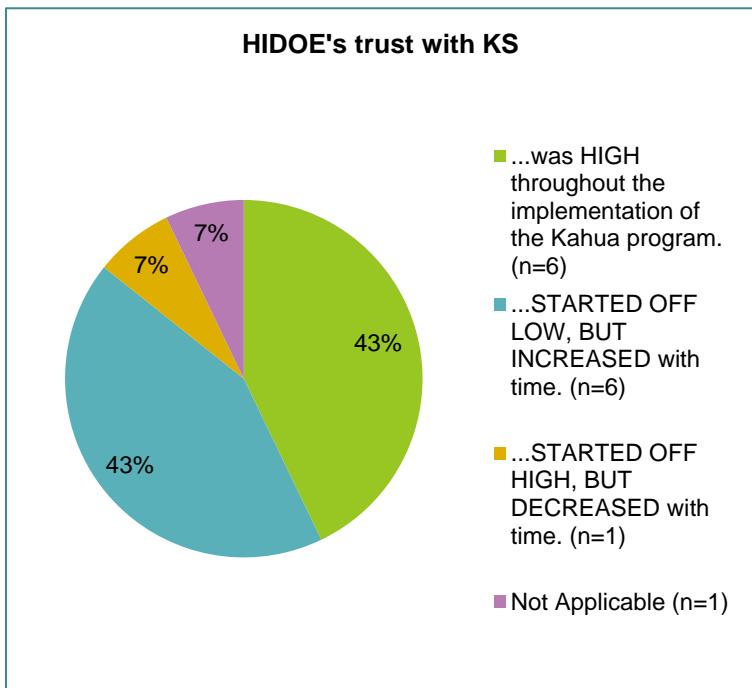


Figure 9. Stakeholder survey respondents' perceptions HIDOE's trust with KS

Source: Stakeholder's Survey

Perceptions of trust between KS and HIDOE varied among stakeholder survey respondents. The largest proportion of stakeholder respondents (54 percent) stated that KS had high trust in HIDOE throughout the implementation of Kahua, while 23 percent of respondents reported that trust with HIDOE started out low, but increased over time. Similarly, 23 percent of respondents reported that trust with HIDOE started out high, but decreased over time (Figure 8).

The proportion of respondents that reported HIDOE's trust with KS to have been high throughout the implementation of Kahua (43 percent) was the same as the proportion of respondents who reported that

According to the founders, KS made great efforts to build and cement relationships with the HIDOE, which was demonstrated by persistence and support. KS was described as patient, highly informative, generous with their time and accommodating to HIDOE needs and requests. Long, face-to-face meetings were described as productive, as were honest and "courageous" conversations about what the implementation of Kahua would entail. Also, it was important to the HIDOE that KS fulfilled all aspects of its working agreement (MOA) with them to launch Kahua (founder's interview).

Building capacity among organizations

As previously reported, Kahua was intended to become a sustainable HIDOE program, where KS resources and support lessened over time while HIDOE capacity and contributions increased each year. As such, building capacity within HIDOE to implement Kahua was a key area of focus. The founders reported that Kahua made a lasting impression on the HIDOE personnel by exposing its leaders and educators to culture-based education philosophies and implementation strategies. Founders also believe that the HIDOE's relationship with KS changed for the better, as evidenced by the increased willingness among HIDOE administrators to engage in discussions about the program. For example, after holding regular informational meetings and engaging in frank conversations, the HIDOE became receptive to exploring how the HIDOE mission and state standards aligned with Kahua. Improved relationships were also specifically noted at the complex level. The number and diversity of community stakeholders who turned out around the initiation of the program was notable, as was the enthusiasm they exhibited for cooperatively developing and piloting the teacher induction program. Finally, the founders believe that student achievement and teacher retention rates increased, although the duration of Kahua's impact is contingent upon HIDOE leadership. Founder's noted that HIDOE is an institution that experiences frequent turnover in leadership and is highly politicized.

The percentage of stakeholders reporting “no capacity” in areas such as understanding of the Hawaiian culture and ability to prepare culturally relevant topics for educators, decreased from before their involvement with the Kahua program to after their involvement with the Kahua program. In five of the six areas surveyed (understanding of the Hawaiian culture, incorporation of Hawaiian cultural elements into professional development, ability to prepare culturally relevant topics for educators, identification of community-based resources, and access to community-based resources) no respondents responded that they had no capacity in these areas following their involvement in Kahua (as compared to between 7–21 percent who reported no capacity prior to Kahua). Likewise, the percentage of respondents who reported great capacity in these areas grew from before involvement with Kahua to after involvement with Kahua. The largest gain in those reporting great capacity was in identifying community-based sites, organizations, and resources (a 73 percentage point increase in those reporting great capacity before and after involvement in Kahua). The sixth area surveyed—plan for sustainability of the Kahua program—also saw a 36 percentage point increase in those reporting great capacity before and after involvement in Kahua. Although 7 percent still reported no capacity in this area, this was a decrease from an initial 43 percent of respondents reporting no capacity (see Figure 10).

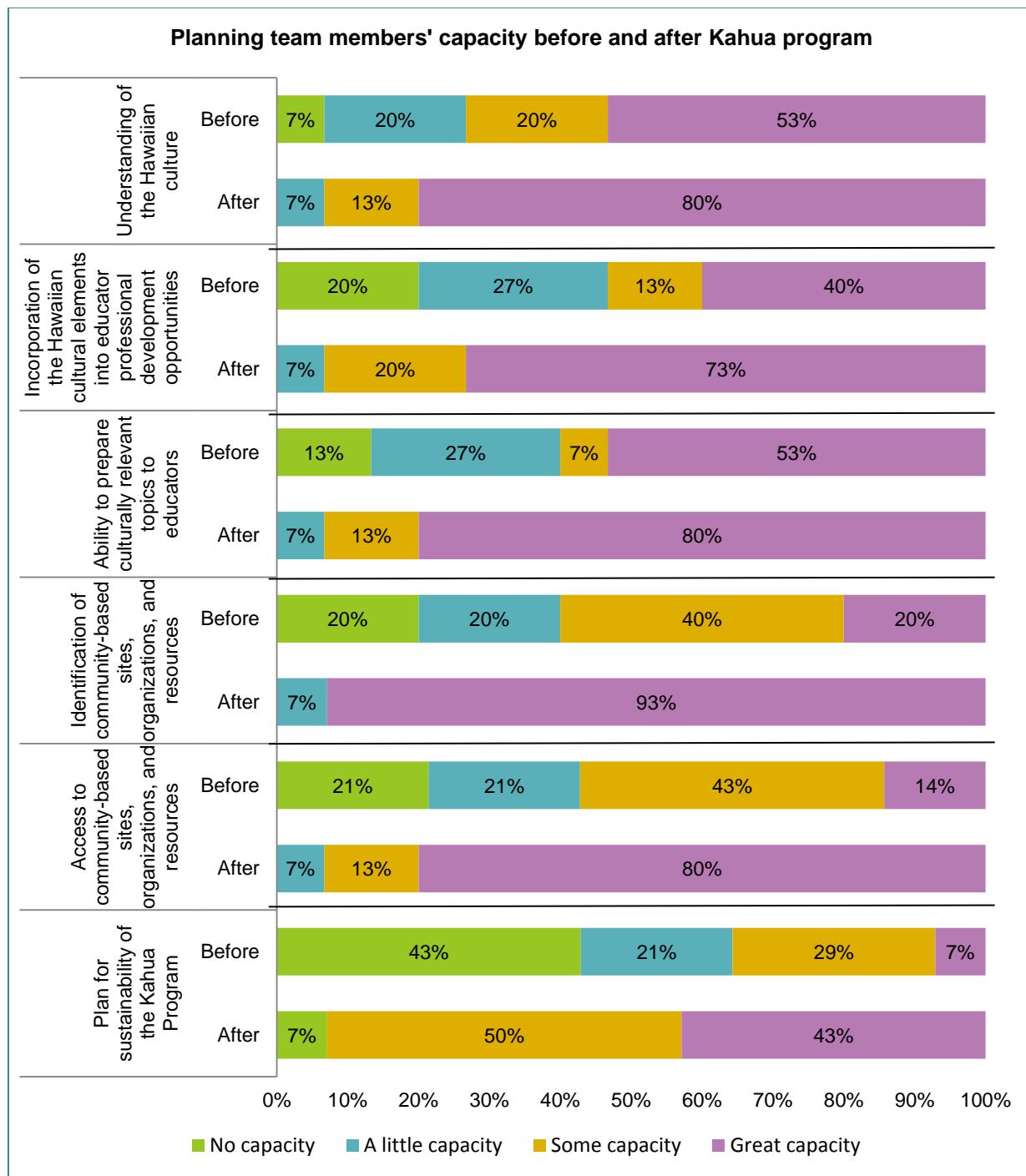


Figure 10. Stakeholder survey responses regarding capacity before and after involvement with the Kahua Program

Source: Stakeholder's Survey

Adoption of program components

Elements of the Kahua program were designed to be adopted fully into a HIDOE teacher induction and mentoring program. Stakeholder respondents reported the extent to which Kahua program elements were adopted in the HIDOE teacher induction and mentoring program (see Figure 11). The greatest percentage of respondents reported key speakers (86 percent) and data collection/evaluation (72 percent) to be fully adopted or adopted with minimal changes in HIDOE induction programs. Community mentorships and workdays were reported by the least percentage of participants to have been adopted or adopted with major changes (65 percent and 46 percent, respectively).

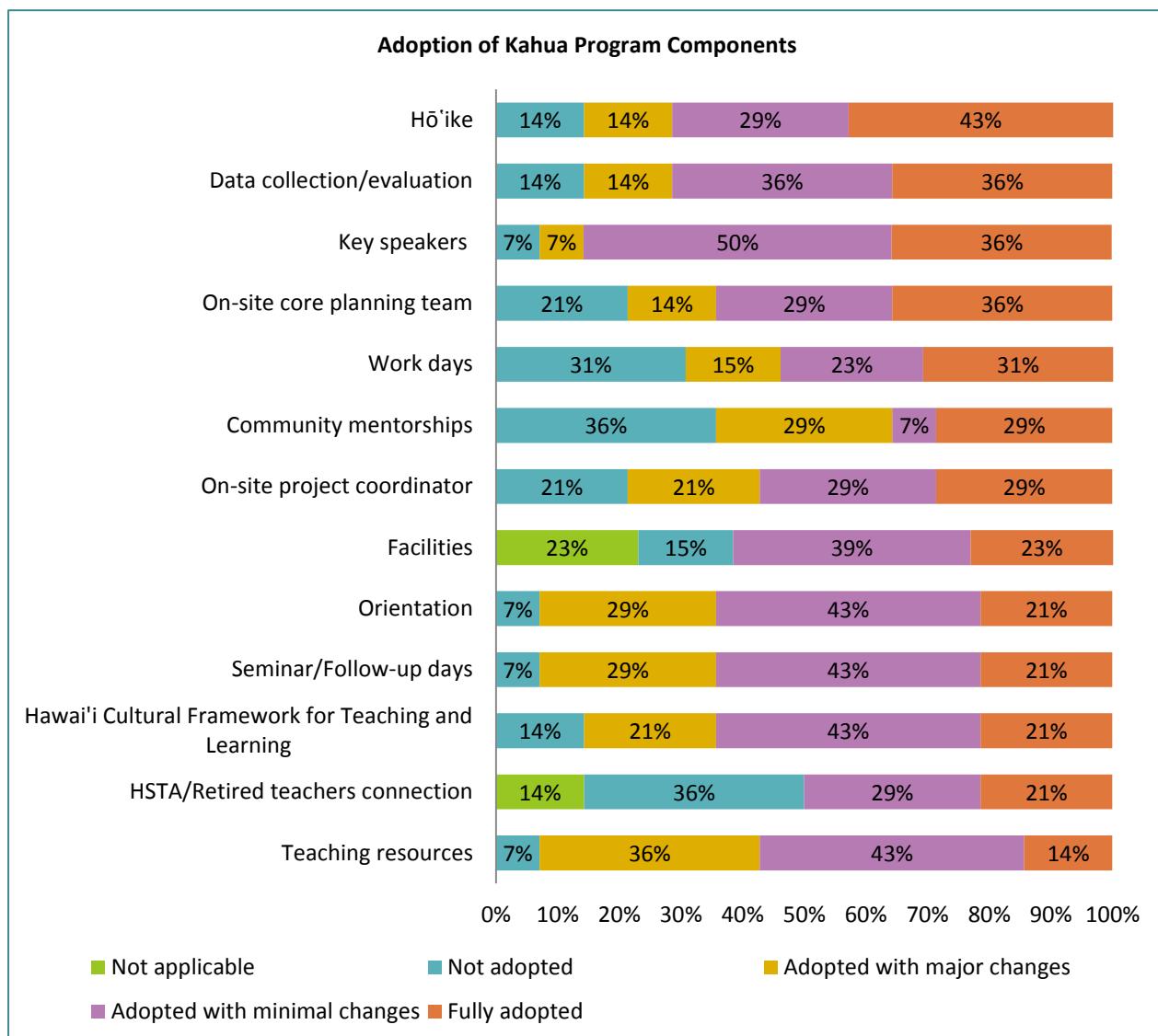


Figure 11. Stakeholder responses on the adoption of Kahua program components

Source: Stakeholder's Survey

Summing up Aspects of the KS-HDOE Collaboration

- Across the core planning team as a whole, involvement in the program increased capacity in areas such as understanding of the Hawaiian culture, incorporation of Hawaiian cultural elements into professional development, ability to prepare culturally relevant topics for educators, identification of community-based sites, organizations, and resources, access to community-based sites, organizations, and resources, and plan for sustainability of the Kahua program.
- The majority of stakeholder survey respondents strongly agreed that the partnership between KS, HDOE, and other organizations was effective at planning (67 percent) and implementing (67 percent) the program.
- Perceptions varied on the level of trust that existed in the collaborative relationship between KS and HDOE, with some respondents reporting trust to have increased with time and others reporting trust to have decreased.
- The greatest percentage of respondents reported key speakers (86 percent) and data collection/evaluation (72 percent) to be fully adopted or adopted with minimal changes in HDOE induction programs. Community mentorships and workdays were reported by the least percentage of participants to have been adopted or adopted with major changes (65 percent and 46 percent, respectively).

Teacher Outcomes

Participation and Completion Rates

The Kahua program served between 36 and 217 educators each year from 2007–08 through 2011–12. These numbers varied across complex area; however, in total, 2011–12 had the highest number of participants (see Figure 12 and Appendix D).⁴

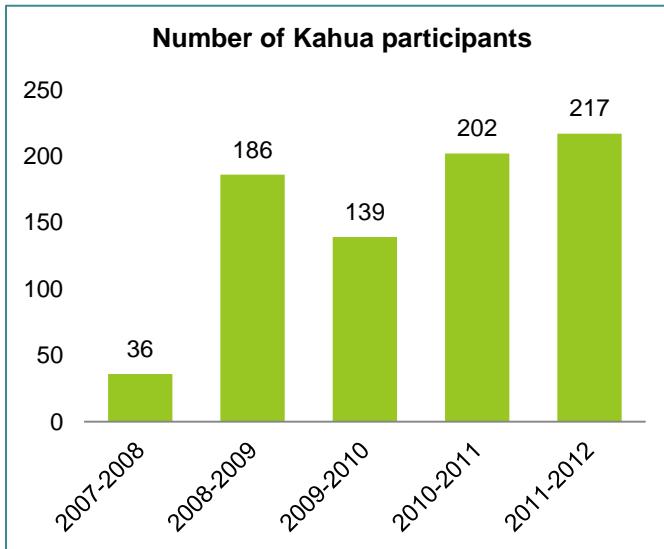


Figure 12. Number of Kahua participants, 2007/08
Source: Kahua Program Records (Pivot Table by KS)

Between 72 percent and 75 percent of Kahua participants completed the program each year, with the exception of a 100 percent completion rate in the 2007–08 pilot year (see Figure 13). Completion rates varied by complex area, with each complex area having a unique pattern: KKP had a dip between 2009 and 2011; HLW had varied rates each year; HKKK had completion rates in the 70 percent range following the first year of implementation, Ko`olau consistently had completion rates in the 60 percent range for the first three years, and Canoe had a five percentage point decrease in completion rates in their two years of implementation (see Appendix D).

Key Questions:



What is the retention of teachers who participated in the Kahua Program? (3a)

- *Where are the pilot and subject participants now? (3a-1)*
- *Are they still teaching? (3a-2)*
- *Where are they teaching? (3a-3)*
- *Why have teachers left the teaching profession? (3a-4)*
- *Why did teachers leave the Kahua program? (3a-5)*
- *Did the Kahua program help to retain teachers? (3a-6)*

What is the preparedness of teachers to teach through culture-based approaches? (3b)

What is the preparedness of teachers to build and sustain positive relationships and collaborations? (3c)

⁴ Unless otherwise noted, calculations represent both Kahua I and II participants.

Participants who did not complete the Kahua program cited various reasons. Overall, 63 percent of respondents reported to have left the Kahua program due to time commitment issues or scheduling conflicts. More specifically, commonly cited reasons teachers left the Kahua program were due to conflicts between Kahua events and personal commitments (44 percent),

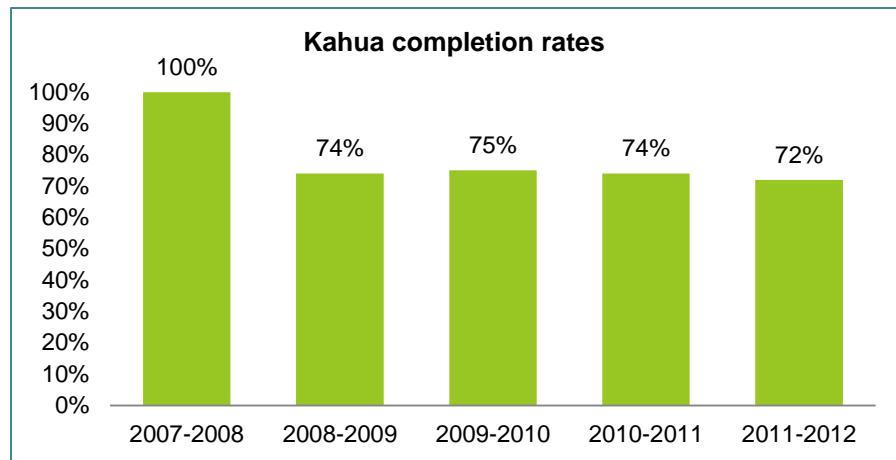


Figure 13. Percentage of participants who completed the Kahua program
Source: Kahua Program Records (Pivot Table by KS)

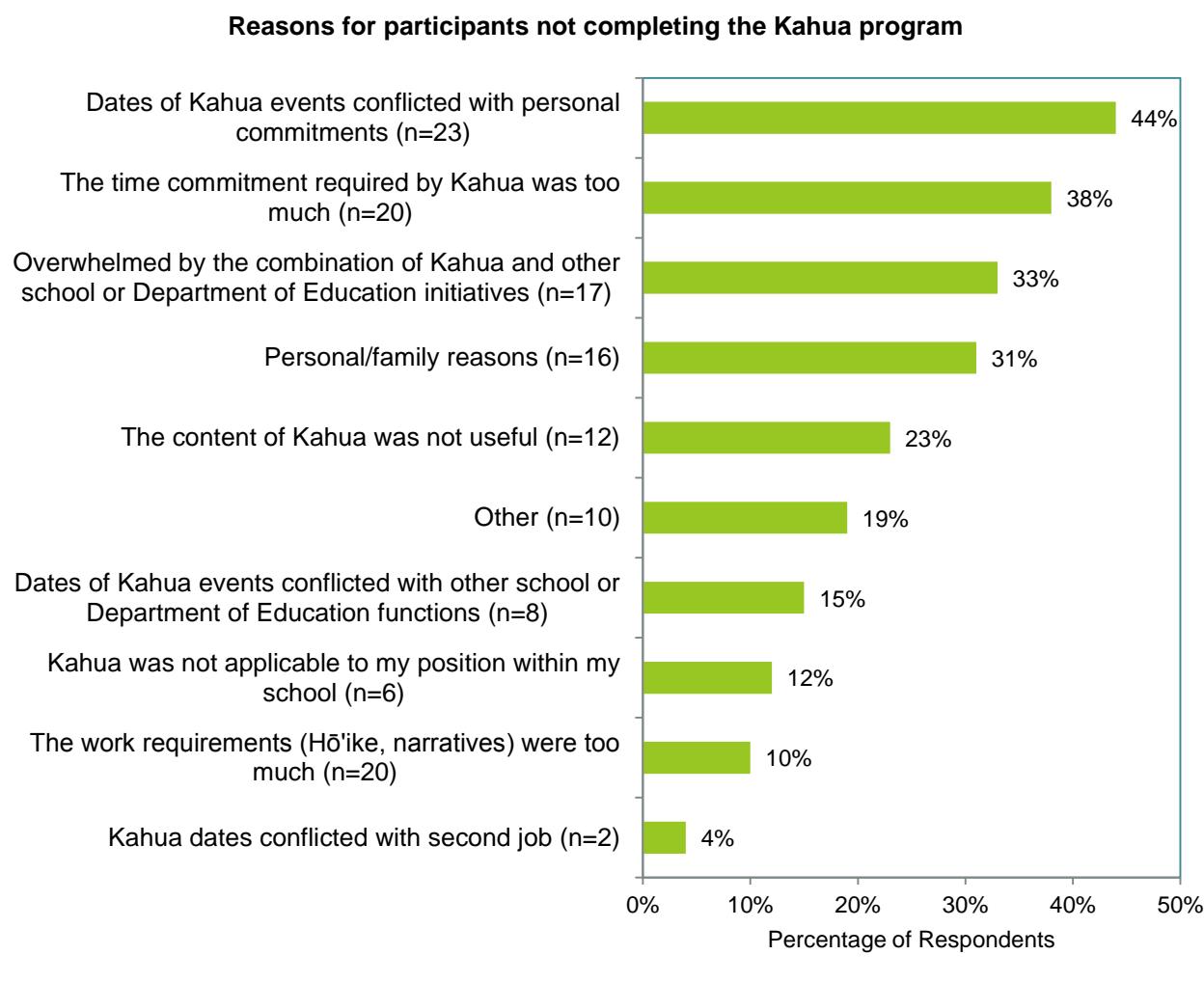


Figure 14. Percentage of respondents who reported each factor being a reason for not completing Kahua, 2009-11
Source: Retrospective Survey

high time commitments (38 percent), feeling overwhelmed by the combination of Kahua and other school or HIDOE events (33 percent), and personal/family reasons (31 percent). Less commonly cited reasons include high work commitments (10 percent) and time conflicts with a second job (4 percent). Other reasons related to personal and family issues, and the perception that Kahua was not applicable to their positions (Figure 14).

Retention of Kahua Participants in the Teaching Profession⁵

Overall, Kahua yielded positive results in retaining teachers throughout the duration of the pilot period. After completing the Kahua Program, 94.6 percent of participants remained in the teaching profession between one and four years⁶, with only 5.4 percent of Kahua teachers leaving the teaching profession during this time (Figure 15).

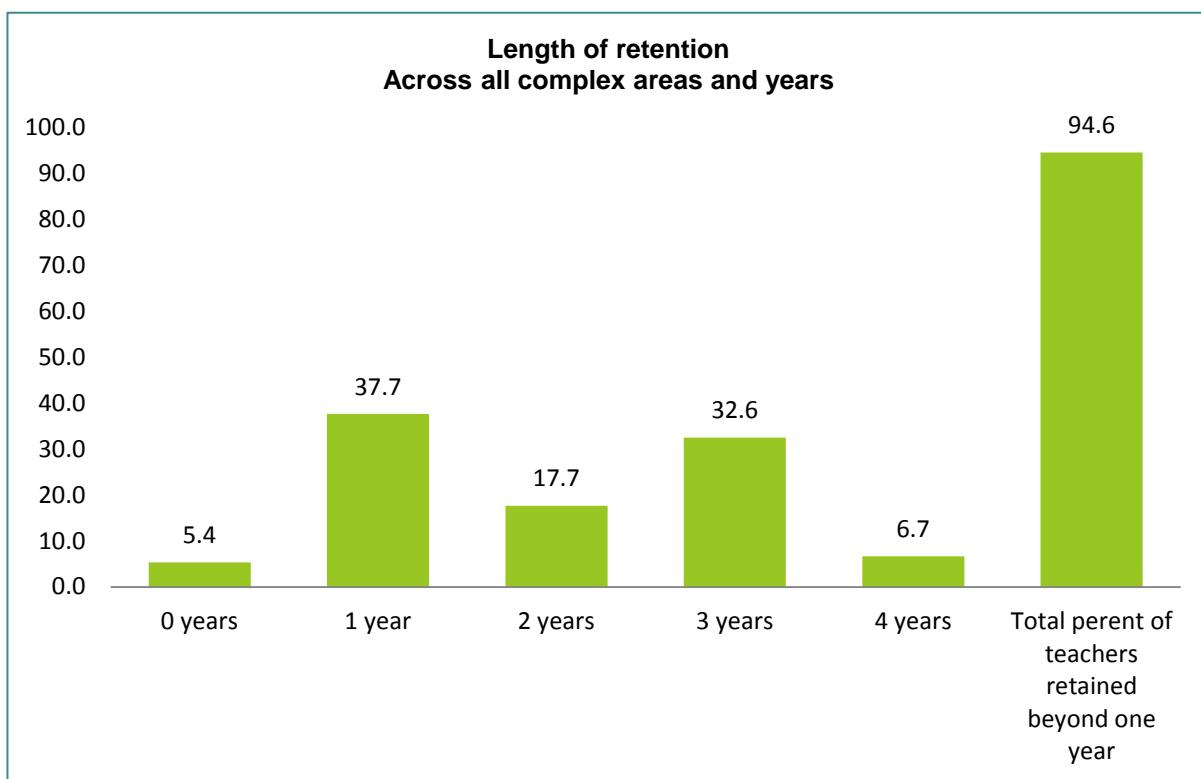


Figure 15. Length that Kahua participants were retained in the teaching profession following participation in the Kahua program

Source: Retention files

⁵ Statewide teacher retention data are not reported in the same manner in which Kahua teacher retention data were collected. Most Hawai'i data sources report retention rates for teachers who leave the classroom within their first five years of teaching. In 2007, 52 percent of teachers left within five years; this increased to 56 percent in 2009 (Vorsino, 2010). This does not represent a comparison group for Kahua participants as data for participants have been collected for four years following their participating in the program and not all Kahua participants joined the program in their first year of teaching.

⁶ Participants may have continued in the teacher profession beyond four years following participation in the Kahua program; however, program data only contain information up to four years.

Relationship between Kahua and Participant Retention in the Teaching Profession

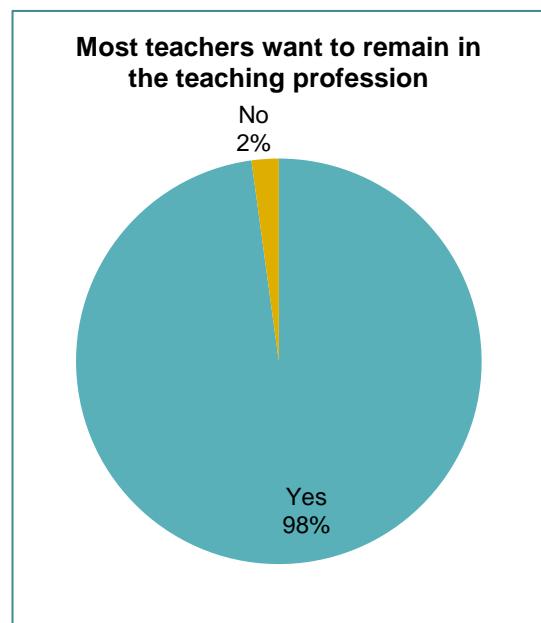


Figure 16. The choice to remain in the teaching profession

Source: Retrospective Survey, Kahua Teachers

For the first Kahua cohort (KKP, 2007–08), a two-thirds majority credited Kahua for their desire to remain in the teaching profession. When asked if the Kahua program influenced their decision to remain in the teaching profession, 14 of the 21 participants (67 percent) responded “Yes.” Four participants (19 percent) stated that they had always intended to remain in the teaching profession regardless of the impact of Kahua (e.g., they always knew they wanted to teach prior to the Kahua program). Three participants (14 percent) felt the Kahua program did not influence their decision to remain in the teaching profession and indicated that they may be leaving.

This rate continued to increase with the following cohort years. Between 2009 and 2013, 98 percent of teachers across all participating complexes reported wanting to remain in the teaching profession (see Figure 16). When asked whether or not the Kahua program influenced their decision to remain in the teaching profession, almost three-quarters of all teachers (73 percent) responded in the affirmative (see Figure 17).

Those teachers who credited Kahua for their decision to remain in the teaching profession explained that the program revitalized their commitment to the teaching profession (19 percent). Others chose to remain in the profession because the Kahua program instilled the value of culture-based and place-based curriculum and its benefits in serving children (15 percent). They also enjoyed the support of KS staff and mentors and the relationships they formed with students and community. However, nearly 30 percent of participants did not cite any Kahua experiences that influenced their decision to remain in the teaching profession (see Figure 18).

Kahua Program influence on decisions to remain in the teaching profession

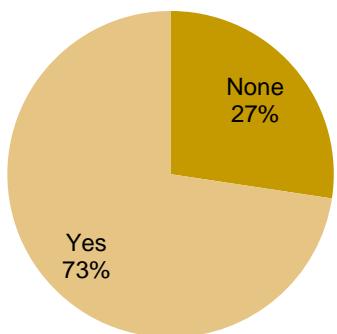


Figure 17. Kahua's influence on teachers' decisions to remain in the profession

Source: Retrospective Survey, Kahua Teachers

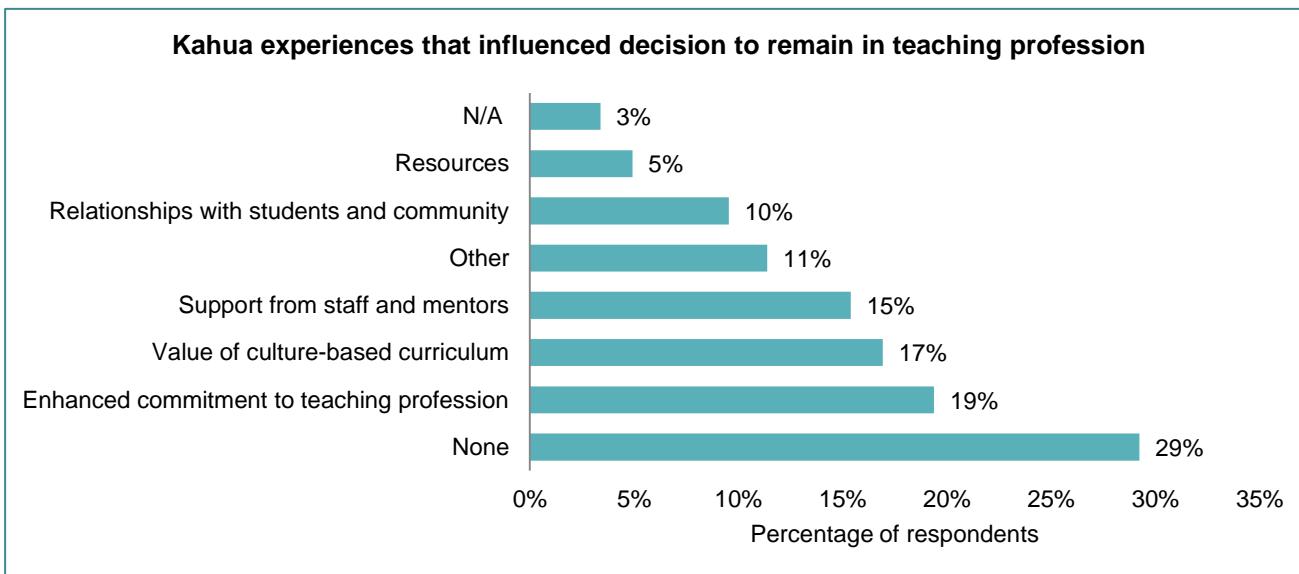


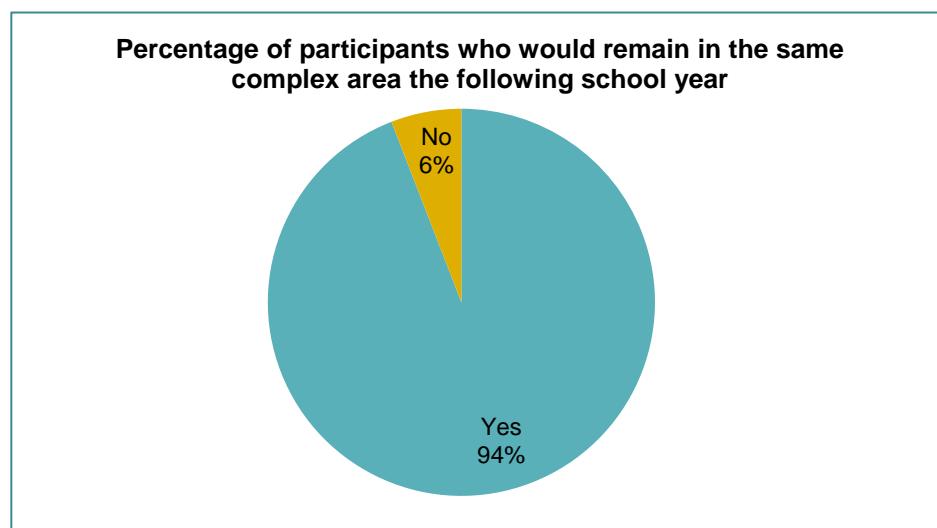
Figure 18. Percentage of Respondents who reported each factor being a reason for remaining in the teaching profession, 2008-13

Note: N/A was provided in the comment box by some respondents and reflected in the figure

Source: Retrospective Survey, Kahua Participants

Relationship Between Kahua and Participant Retention in Original Complex Area

Beyond influencing teachers to remain in the teaching profession, Kahua likely reduced teacher mobility



among complex areas. Between 2008 and 2013, after completing the Kahua program, 94 percent of teachers reported wanting to remain teaching in the same complex area compared to 6 percent of teachers who wished to discontinue (Figure 19).

Figure 19. Teachers' decisions to remain teaching in the same complex area

Note: N/A was provided in the comment box by some respondents and reflected in the figure

Source: Retrospective Survey, Kahua Participants

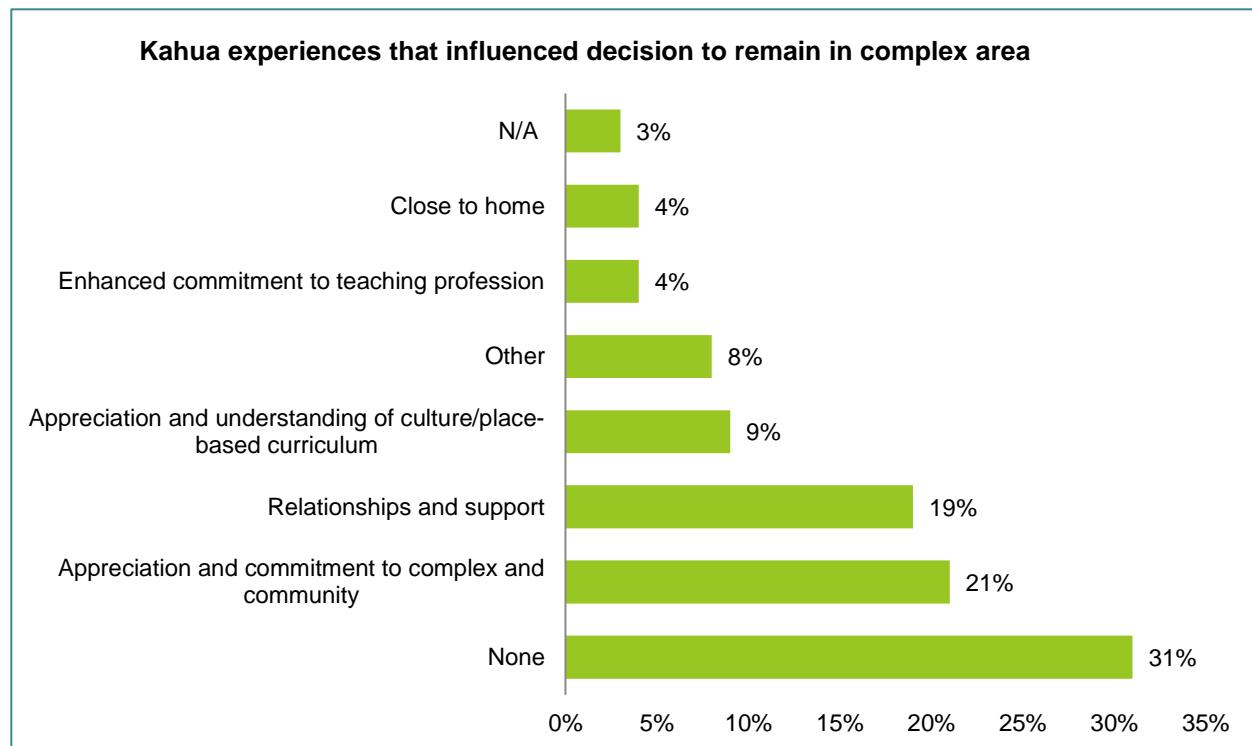


Figure 20. Percentage of respondents who reported each factor being a reason for remaining in the teaching profession, 2008-13

Note: N/A represents the percentage of respondents who choose “N/A” on the survey

Source: Retrospective Survey, Kahua Participants

Between 2008 and 2013, most teachers (nearly 70 percent) credited the Kahua program for their decision to remain in the same complex areas. Teachers developed a strong appreciation, understanding, sense of pride and genuine commitment to their complex areas and local communities (21 percent) and formed relationships that contributed to wanting to remain in the complexes (19 percent). A small number of teachers (4 percent) chose to remain in their complex areas because they currently reside there. Approximately 30 percent of respondents did not cite any Kahua experiences to have influenced their decision to remain in their complex area (Figure 20).

Additionally, in assessing the 19 percent of teachers who reported relationships as key in deciding whether or not to remain in their complex areas, 56 percent of those relationships involved feeling supported by staff, mentors, and other Kahua personnel in their complex areas. The remaining relationships described involved the connections teachers developed with their students, families, and others in the community (44 percent). As a whole, personal, professional and community relationships appeared to sway teacher decisions to remain in their complex areas.

Teacher preparedness to teach through culture-based approaches

The following section provides the response profile for the retrospective survey, which was administered to Kahua participants in all participating complex areas at the start and end of each school year. The results represent average response rates across all participating complexes for each year. Not every complex area participated every year, as Kahua geographically expanded to incorporate more teachers as time went on. These responses are represented in bar graphs with accompanying narrative. Responses are grouped together first by items measuring teachers' level of agreement with the item statement, and second by frequency with which they practice a particular culture-based strategies. When available, focus group interview responses from teachers across complex areas and pilot years are also presented to lend context to survey findings.

Understanding and relating to students. In sum, across all pilot years and complex areas, patterns emerged in teacher respondents' self-ratings and narratives of preparedness to teach through culture-based approaches. According to the retrospective survey, the most consistent and highly rated skill sets centered on serving students' personal, socio-emotional, and developmental needs. Participants felt most confident in preparing students to be responsible, independent, and emotionally healthy. They did this through classroom and small group activities that encouraged learning via peer collaboration, talk-story experiences and social interactions. These findings are consistent with results from participant focus groups, which rated relationship building as the most effective strategy for fostering student engagement and learning.

Putting this into practice: Focus group participants in the CANOE complex area described connecting to their students through discussions about "place" and sharing stories and memories. Additionally, participants described relating to students by relating curriculum to students' lives and speaking their "lingo" in the classroom. Participants from the KKP complex area built relationships by referring to the classroom as a family in discussion with students. In the Ko'olau complex area, participants described making more of an effort to get to know their students personally, making information cards about their students, overseeing group socialization activities, and reaching out to parents with letters to inform them about their children's progress and solicit involvement in school activities.

Applying frameworks to the classroom. Following slightly behind the theme of understanding and relating to students was the theme of applying frameworks to the classroom. On average, participants reported increased capacity to develop and lead classroom activities that considered the cultural diversity of their student populations and that required demonstration of specific skills and knowledge. These survey findings align with aggregated focus group responses as well. Participants indicated they increased their implementation of integrative strategies, including the Moenahā framework, which articulated Kahua pedagogies with standardized content. They also practiced interdisciplinary teaching methods with more frequency.

Putting this into practice: Focus group participants from the Ko'olau complex area reported using the Moenahā framework and found the kumu kukui and lau kukui helpful for planning lessons and relating materials to students' lives. Also, the essential question was useful for stimulating classroom discussion and connecting content across lessons. Focus group participants from the EHI complex area described

how their lesson plans were more coherent and better structured to integrate culture based learning within the standardized curriculum. Similarly, HKKK complex area participants discussed using storytelling to target general learner outcomes, using Hawaiian place-based examples to illustrate lesson themes, and enforcing intergenerational communication protocols to create respectful learning environments. Additionally, participants from the same complex are referred to the “I do, we do, you do” modeling protocol and diversifying activity types and lesson themes to target a broad range of student capabilities and interests.

Incorporating Hawaiian culture in teaching. According to retrospective survey findings, teachers grew most in their ability to incorporate Hawaiian culture into their classrooms in the form of values, protocols, and cultural activities. On average they rated this area lower than others at the start of the school year, but made significant gains by the end of the school year. Participating teachers also frequently reported teaching through relevance, which meant they geared their instruction toward students’ interests, learning strengths, and cultural backgrounds.

Finally, by comparison, participants felt least prepared to gear their teaching/lessons with the expectation that their students have a basic competency in the Hawaiian language, and less frequently facilitated hands-on learning outside the classroom.

Putting this into practice: Focus group participants from the HKKK complex area made content relevant to students’ lives by relating lessons to multicultural themes, exposing them to different ethnic heritages and cultures of Hawaii and the world. Participants from the Ko’olau complex area employed practices that made connections between Hawaiian culture based content and other subject areas, the Hawaiian value system and classroom management practices, and Hawaiian art forms and skills development. One respondent described introducing a lesson through a new activity or experience as a way for students to gain exposure to new materials. Additionally, respondents described talking story/sharing practices at the end and/or beginning of the school day as well as greeting students at the door. Focus group participants from the CANOE complex area also made a point to incorporate Hawai’i’s history and language into the curriculum.

2007-08

On average, 2007-08 Kahua participants experienced growth in every indicator area of teacher preparedness to teach through culture-based approaches (Retrospective Survey, 2007-08). They reported feeling most strongly prepared to assess students by having them engage in projects, incorporate universal values and Hawaiian language in their teaching, and incorporate Hawaiian culture in their teaching. Teachers grew the most in their ability to incorporate Hawaiian culture in their teaching to better engage students, which was rated lower at the start of the year. They also made significant gains in supporting diversity in the classroom. Relative to other responses, Kahua participants rated their capacity to practice strategies grounded in the belief that all students should have a basic level of competency in Hawaiian language. This suggests that such an expectation may be complicated for reasons such as classroom diversity, student language skill and/or ability, and competing curricular obligations (Figure 21).

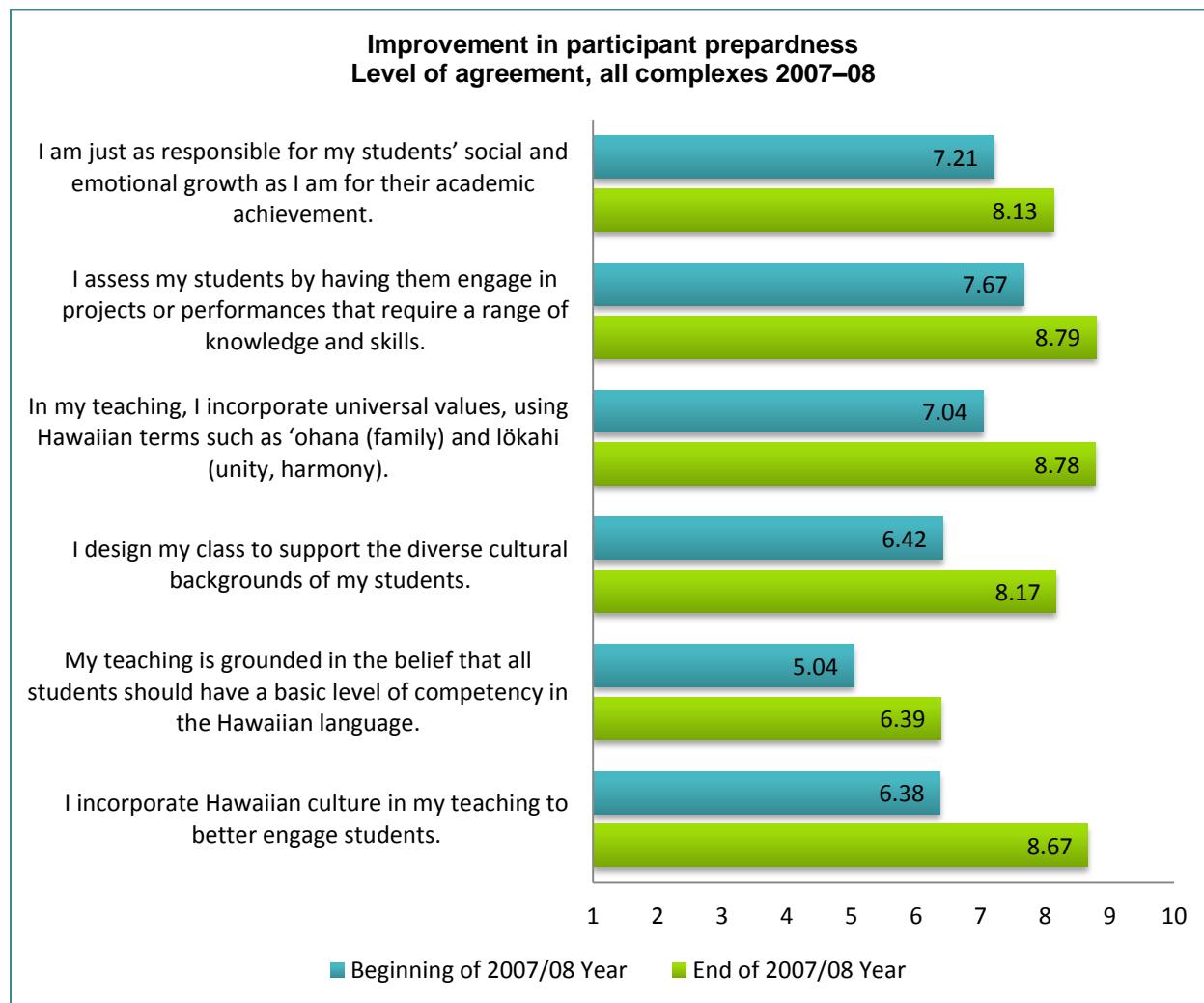


Figure 21. Teacher preparedness to teach through culture-based approaches, KPP Complex, 2007-08

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

2008/09

Similar to the 2007–08 cohort, the 2008–09 cohort across all complex areas showed growth in all indicator areas of teacher preparedness to use culture-based strategies in the classroom (Retrospective Survey, 2008–09). From beginning to end, teachers appeared most confident in working with students to build their personal character, direct their socio-emotional development, and foster personal responsibility.

Following from this, teachers felt confident in classroom applications, and more specifically their ability to design classroom experiences that incorporate the cultural diversity of their students and that require demonstration of a range of knowledge and skills. Teachers grew the most in their ability to incorporate Hawaiian culture in their teaching to better engage students. Teachers reported feeling least prepared to practice strategies grounded in the belief that all students should have a basic level of competency in Hawaiian language (Figure 22).

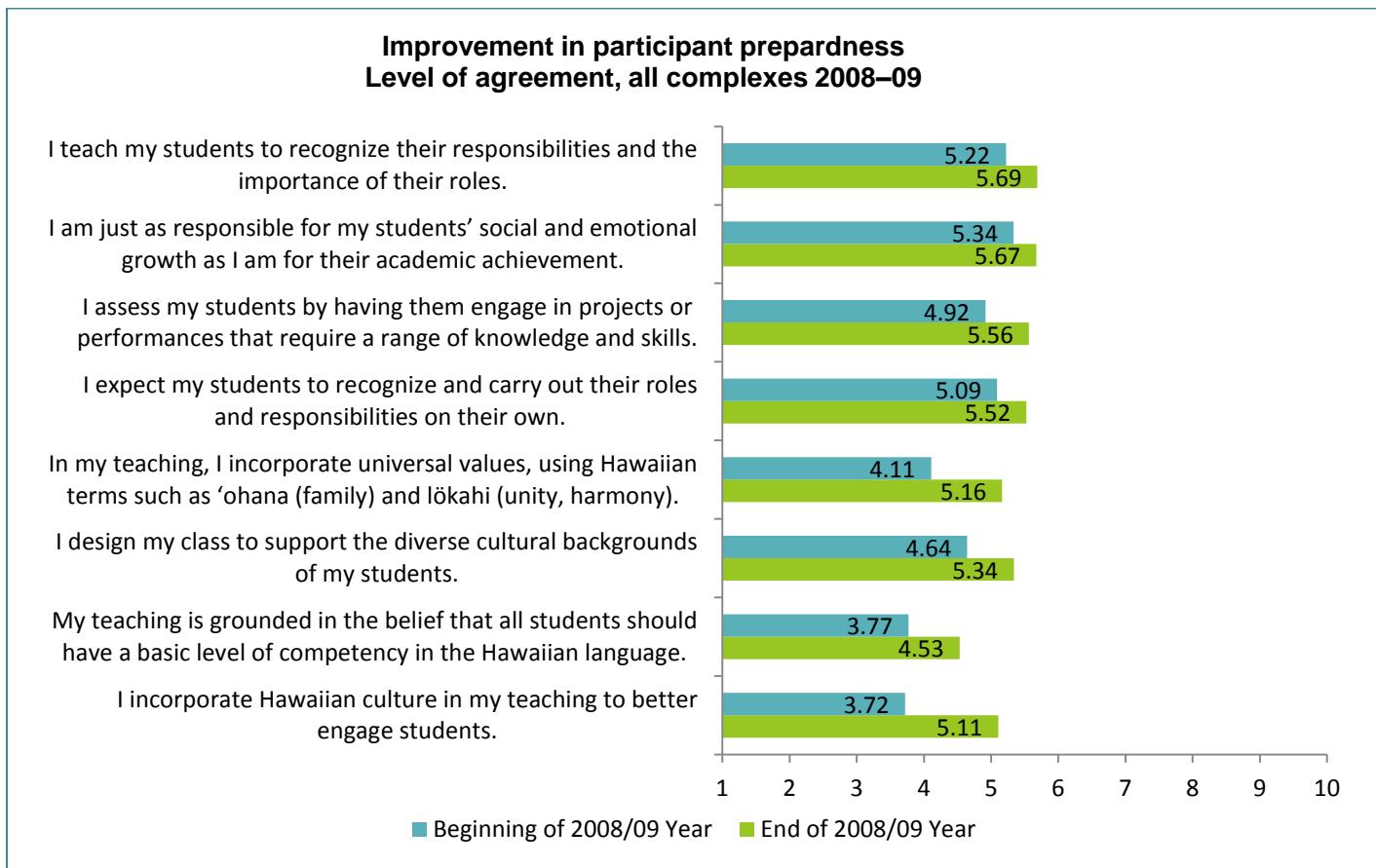


Figure 22. Preparedness to teach through culture-based approaches, all complexes 2008–09

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

2009-10

In 2009–10, on average, teachers reported feeling most strongly prepared to teach students to recognize their responsibilities, and believed they are just as responsible for students' social and emotional growth as academic achievement (Retrospective Survey, 2009–10). Teachers made the most gains in incorporating universal values using Hawaiian terms in the classroom and incorporating Hawaiian culture in the classroom to engage their students. Teachers felt less prepared to incorporate Hawaiian culture in their teaching and practice strategies under the assumption that students should have basic-level competency in the Hawaiian language (Figure 23).

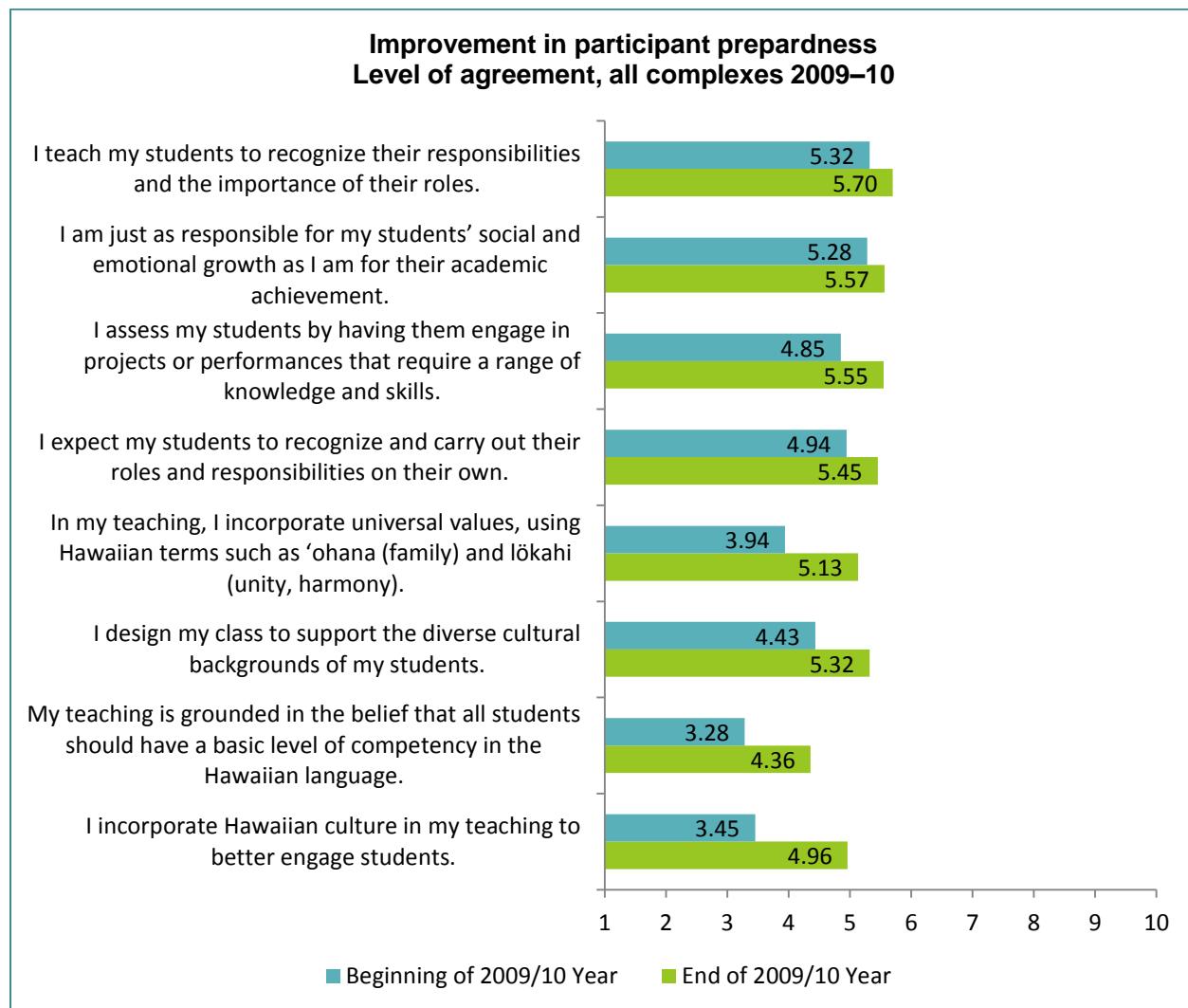


Figure 23. Preparedness to teach through culture-based approaches, all complexes 2009–10

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

2010-11

In 2010–11, on average, Kahua teachers reported feeling most strongly prepared to teach students their responsibilities, and had expectations that students will recognize and carry out their respective roles (Retrospective Survey, 2010–11). Teachers grew most in their capacity to incorporate Hawaiian culture into the classroom, incorporate universal values using Hawaiian terms, and design their classes to support the diverse backgrounds of their students. They felt least prepared to practice strategies under the assumption that all students should have a basic level of competency in the Hawaiian language (Figure 24).

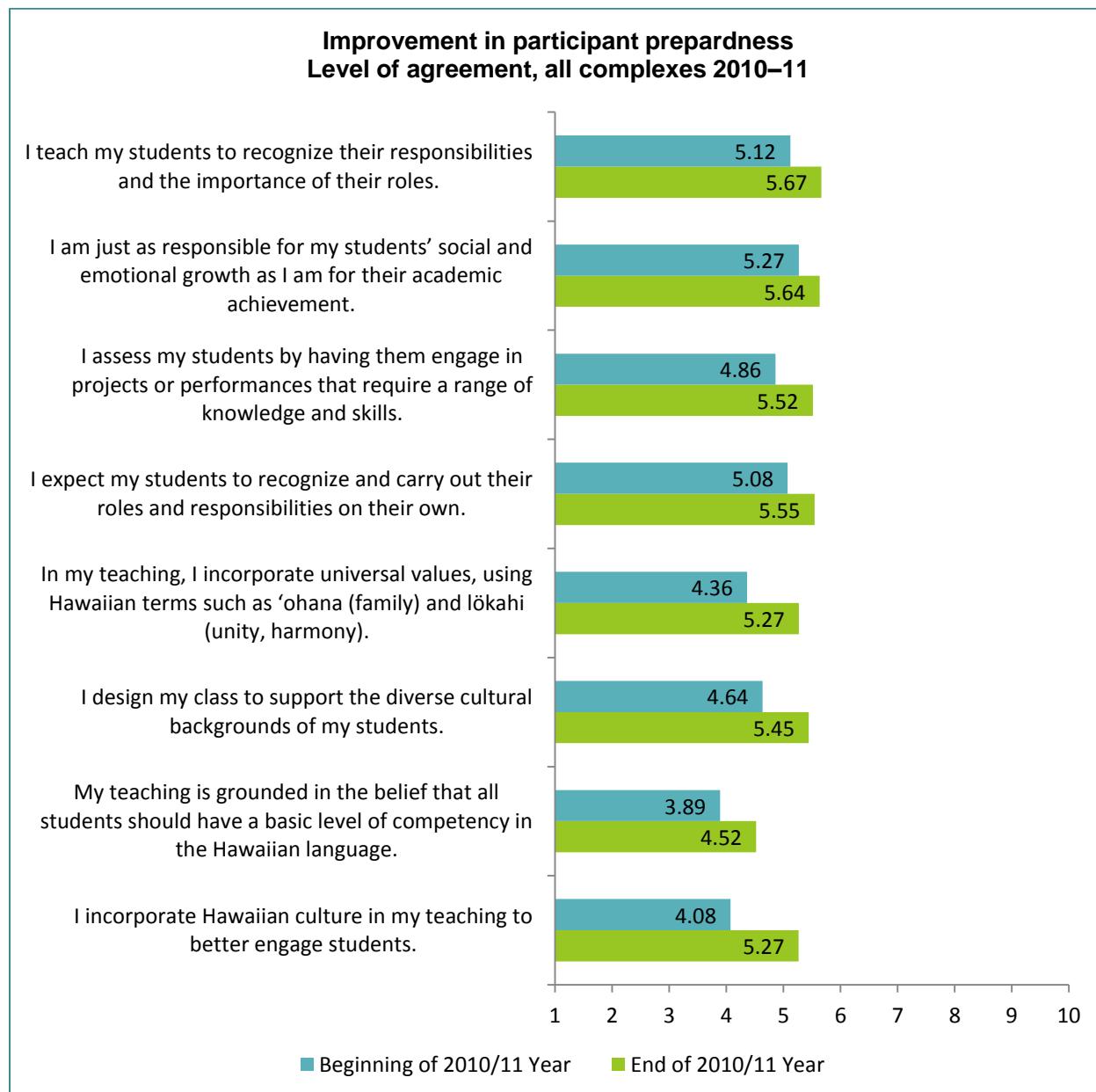


Figure 24. Preparedness to teach through culture-based approaches, all complexes 2010–11

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

2011-12

In 2011–12, on average, Kahua teachers reported feeling most prepared to teach students their responsibilities and roles, develop a sense of responsibility for their students' growth, and strongly held expectations that students will recognize and carry out their responsibilities independently (Retrospective Survey, 2011–12). Teachers grew most in their capacity to incorporate Hawaiian culture into the classroom and incorporate universal values using Hawaiian terms. They felt least prepared to practice strategies under the assumption that all students should have a basic level of competency in Hawaiian language (Figure 25).

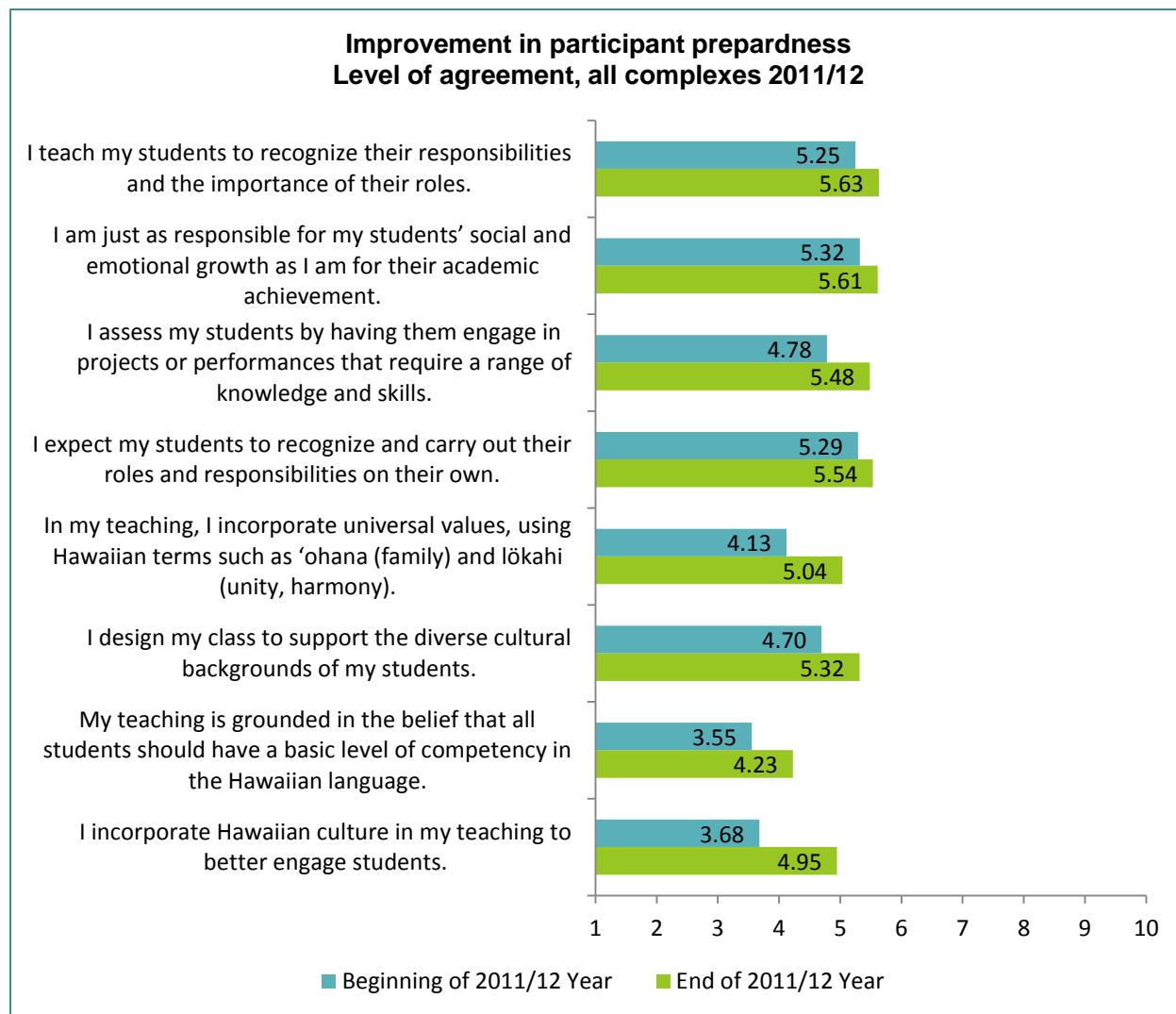


Figure 25. Preparedness to teach through culture-based approaches, all complexes 2011–12

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

2012-13

In 2012–13, on average, Kahua teachers felt most prepared to teach their students to recognize their respective roles and responsibilities, and believed they were responsible for students' emotional growth (Retrospective Survey, 2012–13). They also felt prepared to assess students by having them engage in activities requiring a variety of skills. Again, teachers grew most in their capacity to incorporate Hawaiian culture into the classroom and incorporate universal values using Hawaiian terms. Finally, as with every previous year, teachers felt least prepared to practice strategies grounded in the belief that all students should have a basic level of competency in Hawaiian language (Figure 26).

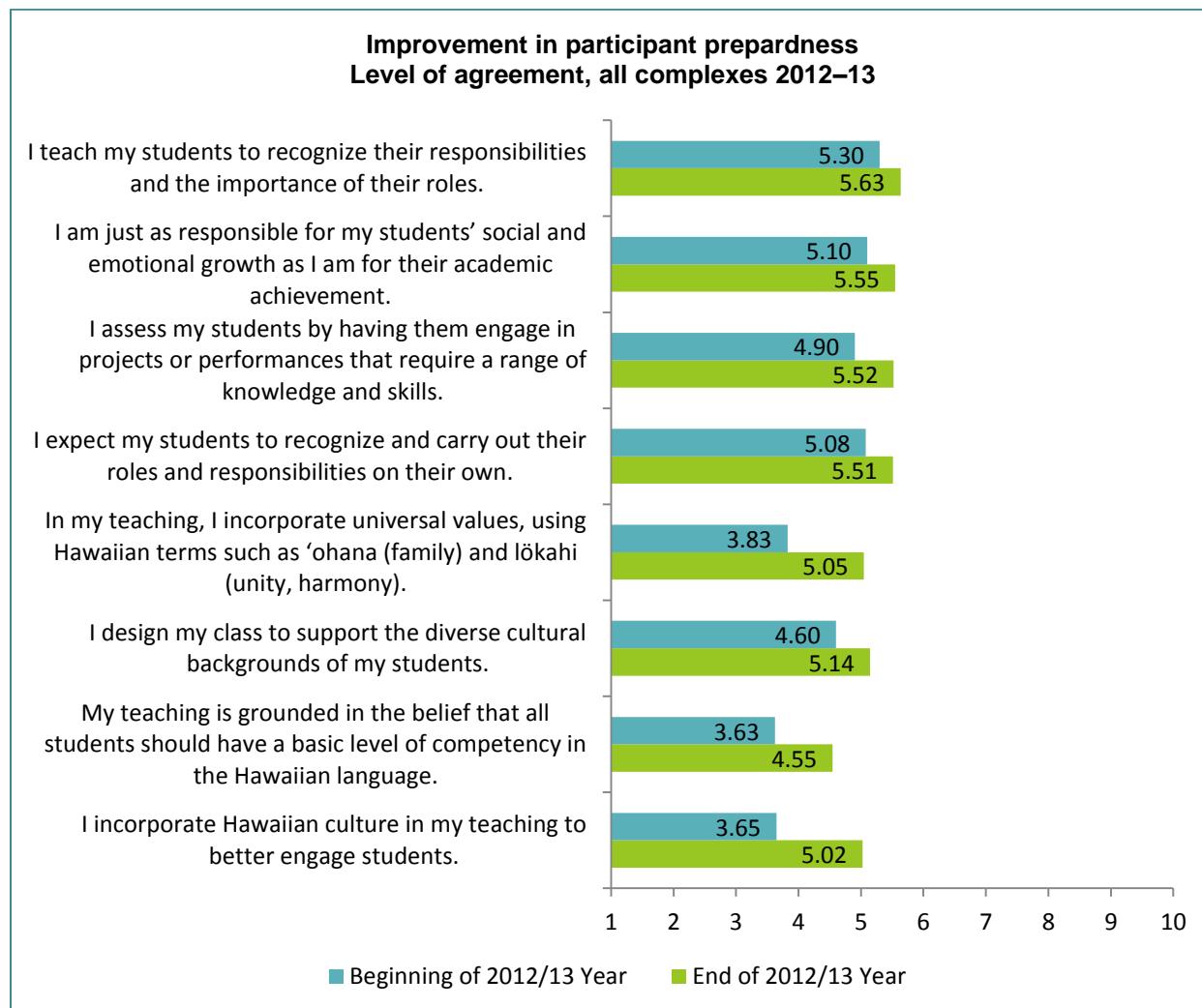


Figure 26. Preparedness to teach through culture-based approaches, all complexes 2012–13

Source: Retrospective Survey—Kahua Teachers

Note: 1=Strongly Disagree; 10=Strongly Agree

Teacher Implementation of Culture-based Activities

This section examines the frequency in which participants reported conducting culture-based practices. Between 2010 and 2013, participating teachers indicated increased frequencies in their use of simple Hawaiian words and songs to expose students to the Hawaiian language, use and display of Hawaiian language in the learning environment in the form of phrases and limited exchanges, and the integration of Hawaiian practices, protocols and rituals into students' learning experiences.

Some items were rated consistently high across the years, and therefore reflected less growth or change in practice overall. Participants encouraged students to learn from each other and facilitated group discussions, interactions, and activities that are collaborative in nature at a high rate between 2009 and 2013. On the other hand, participants less frequently facilitated hands-on activities outside, developed homework assignments requiring active family participation, and used Hawaiian language materials in their teaching (see Figure 28).

The culture-based strategies that were implemented are further illuminated by focus group interviews conducted with Kahua teachers across the participating complex areas and pilot years.

Between 2010 and 2013, focus group participants reported increased relationship building activities to create classroom 'ohana and increased use of strategies that integrate curriculum methods and content. They also reported more purposeful instruction and curriculum planning, increased sensitivity towards students' backgrounds and socio-economic status, frequent use of Kahua frameworks (i.e. the quadrants of the Moenahā), and a greater capacity to make content and pedagogy relevant to students' lives (Figure 27).

Other less-frequently cited changes in classroom practice include the improved ability to accommodate different learning styles, such as kinesthetic, visual, and aural preferences, and being involved in collaborative learning opportunities.

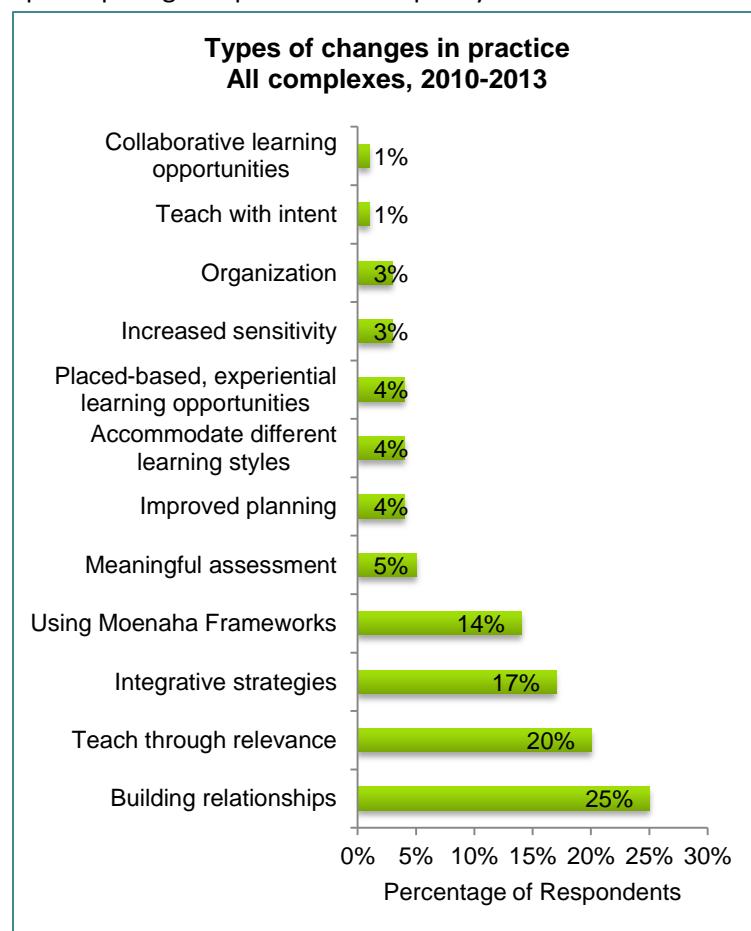


Figure 27. Percentage of respondents who reported each change in practice, 2010-13

Source: Focus group

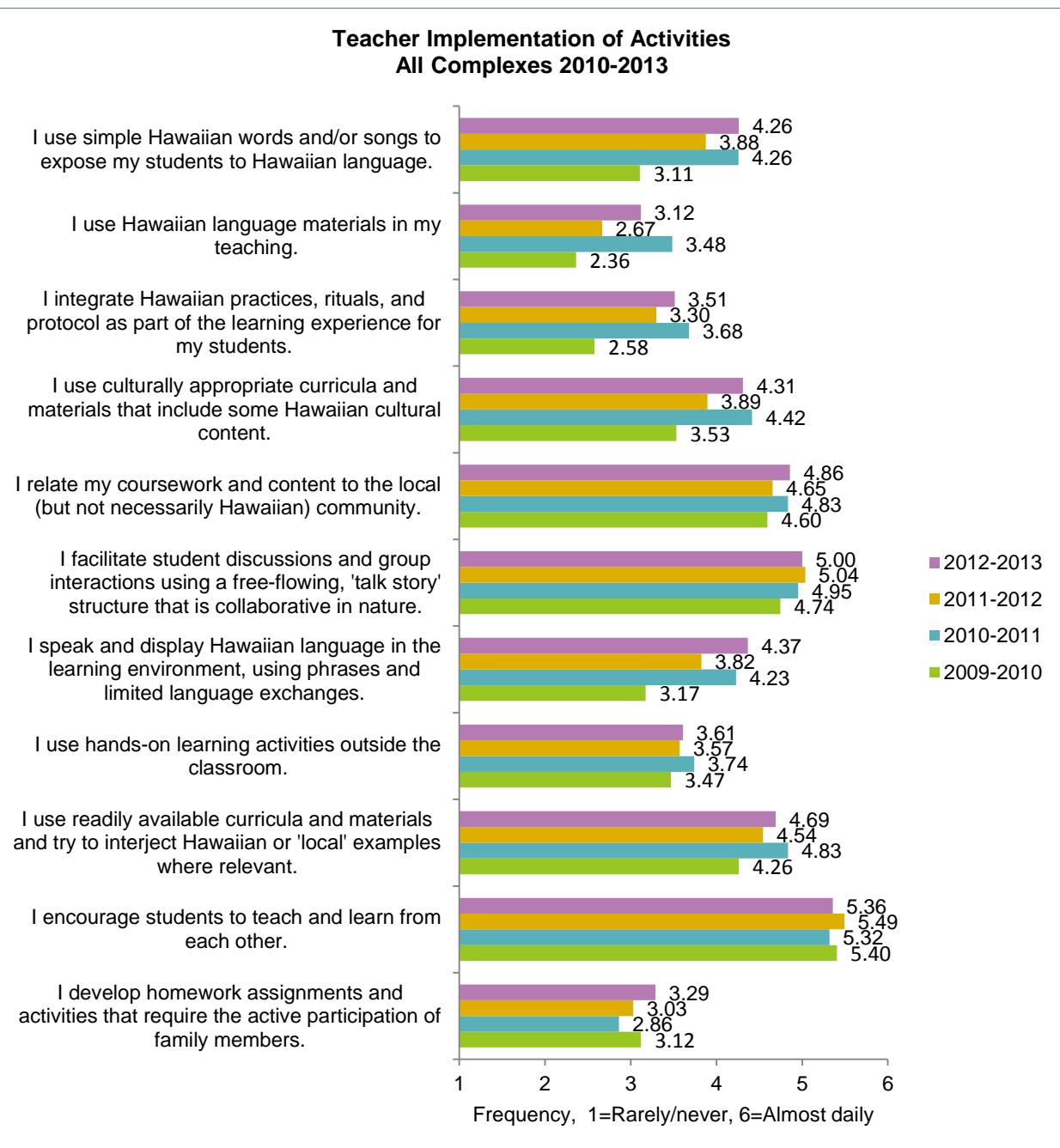


Figure 28. Practicing culture-based strategies, all complexes 2010–2013

Source: Retrospective Survey—Kahua Teachers

Note: 1=Rarely/never; 2=One or two times a year; 3=Two or three times a year; 4=Monthly; 5=Weekly; 6=Almost daily

Building and sustaining positive relationships and collaborations

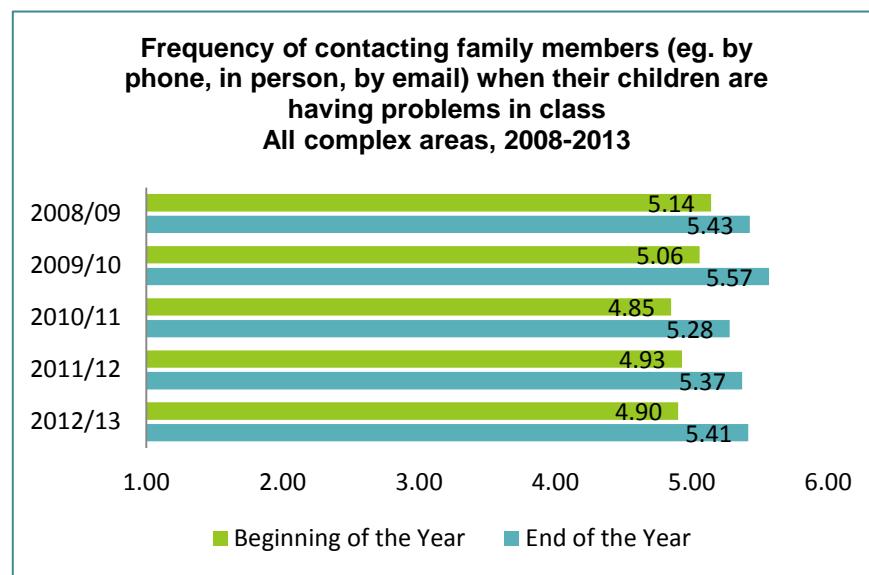


Figure 29. Frequency in Respondents' Contacting Family Members When Children are having Problems from the Beginning to the End of the School Year

Source: Retrospective Survey, Kahua Participants

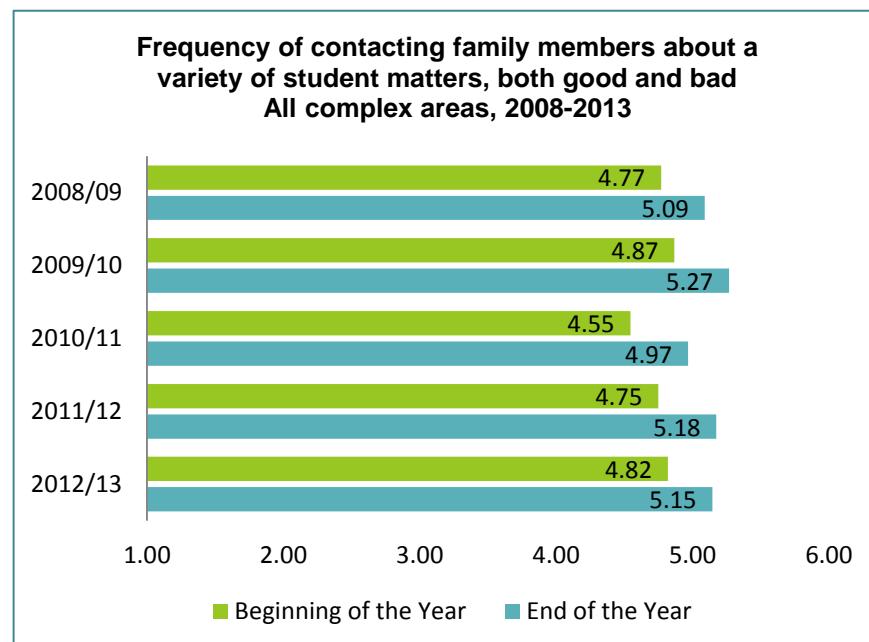


Figure 30. Frequency in respondents' contacting family members about good and bad student matters from the beginning to the end of the school year

Source: Retrospective Survey, Kahua Participants

Note: 1=rarely/never; 2=One or two times a year; 3=Two or three times a year; 4=Monthly; 5=Weekly; 6=Almost daily

The following section provides a breakdown of responses given in the retrospective survey, which specifically pertain to relationship-building strategies with parents, guardians, families and community members. These responses are represented in bar graphs with accompanying narrative. When available, focus group interview responses from teachers across complex areas and pilot years are also presented to lend context to survey findings.

Overall, data from the retrospective survey show that teachers participating in Kahua increased the frequency with which they engaged family members from the beginning to the end of each school year. They frequently contacted parents or guardians about their children to address a problem, but also increasingly to discuss their successes (see Figures 29 and 30).

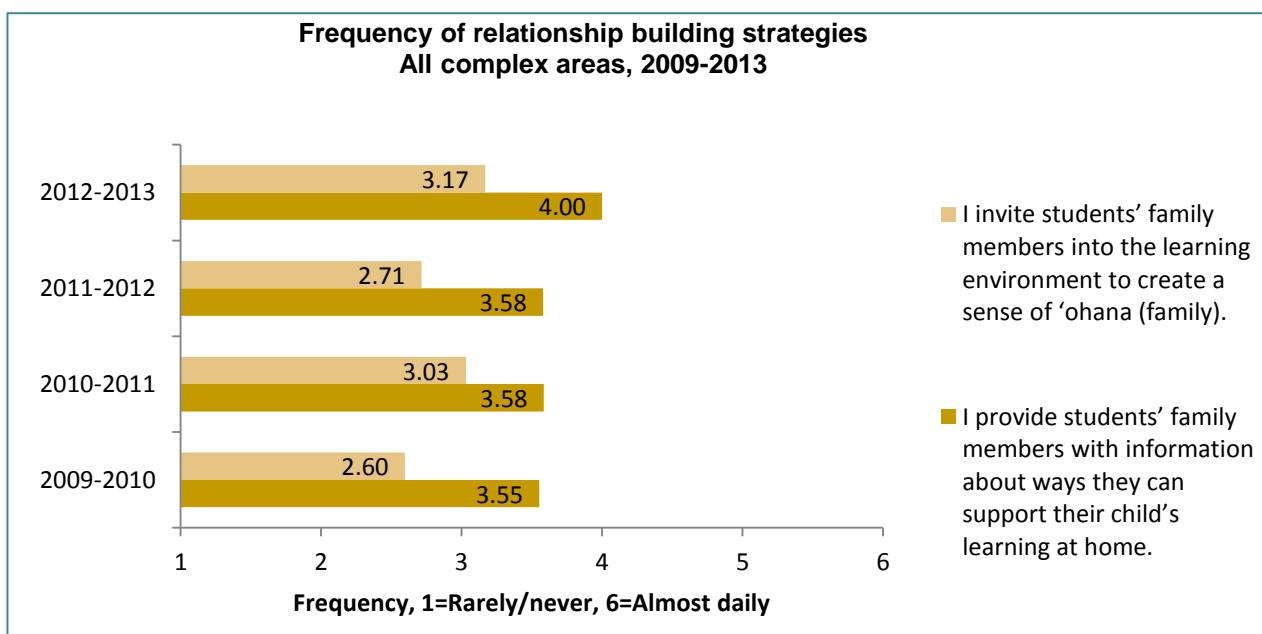


Figure 31. Relationship building strategies, all complexes 2009—2013

Source: Retrospective Survey, Kahua Participants

Note: 1=Rarely/never; 2=One or two times a year; 3=Two or three times a year; 4=Monthly; 5=Weekly; 6=Almost daily

Kahua teachers less often developed homework assignments and activities that involved family members, and less frequently invited families into the classroom/learning environment. Teachers report more frequent distribution of information on ways to support their children's learning at home than inviting family members into the classroom or learning environment. However, both areas demonstrate overall growth in terms of frequency of practice between 2009–2013 (see Figure 31).

Available focus group data lends additional insight to the ways in which Kahua inspired teachers to consider the communities in which they live and teach. Focus group data suggest that Kahua's facilitation of culture and place-based learning experiences helped Kahua participants connect to their communities. They frequently mentioned learning through Native Hawaiian cultural protocol, stories, value concepts and huaka`i experiences. They also felt equipped to engage their communities because of the exposure to community members they received through the Kahua program. Participants were introduced to knowledgeable kūpuna and community leaders and benefited from their expertise on local areas. Kahua participants also felt better prepared to engage their communities because of exposure to community history, working with parents and students, and learning through Kahua frameworks (see Appendix D-4). Out of all focus group responses, 10 percent of responses relayed that Kahua did not facilitate community relationships.

Focus group data on ways Kahua teachers built relationships with parents, families and community members was only collected for the 2012–13 pilot year. Within that response profile, one-third of responses indicated that Kahua did not affect how they interact with families and community members. However, other responses indicated that Kahua helped to improve communication with families (e.g. talking story, less reluctant to call home), that Kahua taught participants how to involve families in the classroom (open house events) and that they

were inspired to collaborate with teachers at neighboring schools on classroom projects (Figure 32).

It might be surmised that Kahua has laid the groundwork for more sustained teacher interactions with parents, families and community members in the future. Kahua teachers consistently reported meaningful learning experiences about Hawai‘i and the immediate communities in which they live, and that these experiences informed their approach to students and pedagogy. Specific efforts to form ties with parents and families and to connect classroom to community were less forthcoming, suggesting more impediments to this component of relationship building. It is possible that a lack of time, resources and/or comfort with cultural protocol functioned as barriers.

Significance testing

McREL ran t-tests on the paired retrospective survey items to discern if any significant differences existed in means scores between pre and posttest measurements. Analyses for significance were conducted on means scores by year (across each complex area), by complex (across each year) and by all years and complexes combined. The results suggest that almost all gains in means scores made by Kahua teachers on the paired retrospective survey items, with one exception, were statistically significant. Most items were highly significant, with a p-value of .005 or less, while a handful of items were significant with a p-value of .05 or less. Out of 110 tests, only 2 lacked significance. The gains made by Kahua teachers on item seven, “I expect my students to recognize and carry out their roles and responsibilities on their own” specifically for the Canoe Complex (across all years), and for all complexes in 2012, were not statistically significant. This is because the level of agreement between pre and posttest measurements remained consistently high, leaving less room for growth.

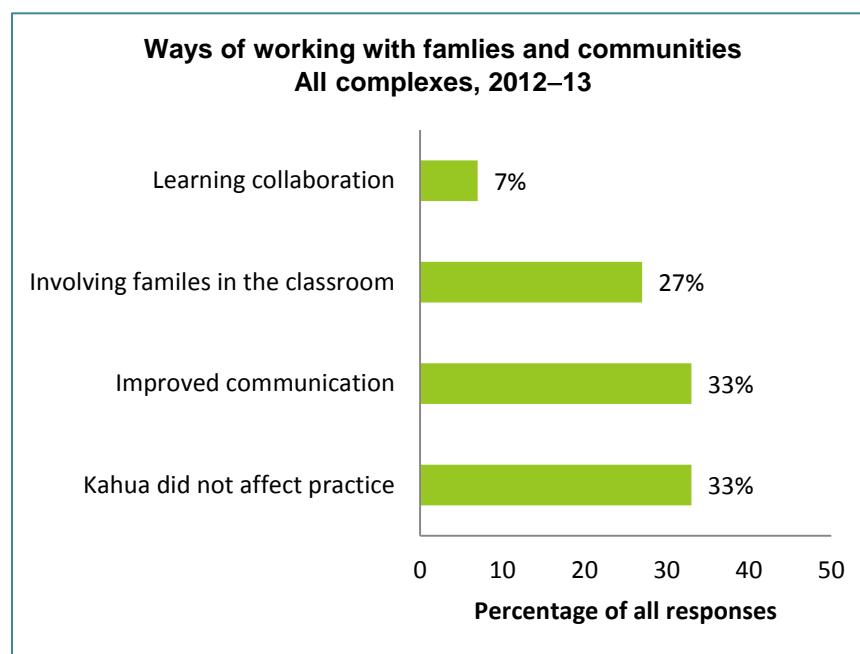


Figure 32. Working with families and communities, all complexes 2012-13

Source: Focus Groups

Summing up Teacher Outcomes

- The Kahua program showed an influence on retaining teachers throughout the duration of the pilot period. Across the first cohort, as well as the 2009–2013 cohorts, a majority of teachers affirmed that Kahua influenced their decision to remain in the teaching profession (73 percent). Those teachers who credited Kahua for their decision to remain in teaching explained that the program revitalized their commitment to the teaching profession (19 percent).
- Kahua contributed to reducing teacher mobility among complex areas. Across all cohorts, a majority of teachers (nearly 70 percent) credited the program for their decision to remain in the same complex areas. Two elements of the program experience were identified in particular as influential factors: 1) the appreciation and commitment teachers developed for their complex areas and communities, and 2) the relationships that were fostered and the support that was received through Kahua.
- Teachers identified differential impacts of the Kahua program in preparing them to teach through various culturally based approaches. The most consistent and highly rated skill sets related to serving their students' personal, socio-emotional and developmental needs. Teachers indicated the greatest confidence in preparing students to be responsible, independent and emotionally healthy.
- Teachers grew most in their ability to incorporate Hawaiian culture into their classrooms in the form of values, protocols, and cultural activities. In contrast, teachers felt least prepared to teach under the assumption that their students should have a basic competency in the Hawaiian language.
- Between 2010 and 2013, teachers reported increased frequencies in their use of simple Hawaiian words and songs to expose students to the Hawaiian language, use and display of Hawaiian language in the learning environment in the form of phrases and limited exchanges, and the integration of Hawaiian practices, protocols and rituals into students' learning experiences.
- Kahua teachers consistently reported meaningful learning experiences about Hawai‘i and the immediate communities in which they live, which informed their engagement with their students.
- Teachers indicated an increase in how often they engaged with parents, family and community members from the beginning to the end of each school year. Most frequently, teachers contacted parents or guardians about their children to address a problem, but also increasingly to discuss their successes. However, one-third of focus group participants indicated that Kahua did not affect how they interact with families and community members.

New Opportunities

The Kahua program was intended to serve as a launching point for future KS and HIDOE collaborations. This section examines new opportunities that were initiated as a result of Kahua.

Most stakeholder survey respondents (80 percent) reported that they strongly agreed that Kahua led to new opportunities. The remaining respondents (20 percent) neither disagreed or agreed that Kahua led to new opportunities (Figure 33).

Respondents who agreed that there were increased opportunities stated that there were more training and professional development opportunities, culture-based strategy implementation, new relationship-building opportunities for teachers, teacher institute courses, and other unspecified opportunities to collaborate as a result of Kahua. Those who were neutral about the statement cited a lack of funding and alignment to HIDOE initiatives and lack of support from complex area superintendents for culture-based education as reasons for their response.

When respondents were asked to list the new collaborations/initiatives that were implemented as a result of the Kahua Program, they provided the following: Ho`okele, Moenahā Site Program, Culture-Based Workshops: Culture Matter Series, Culture-Based Approach to Common Core, Teacher Institutes, and Collaboration with Community Resources.

Participation Across Organizations

Stakeholders of the Kahua program were also asked to rate the level of involvement of various organizations (institutions of higher education, charter schools, HIDOE, KS, community organizations, and any others) in new collaboration or initiatives. HIDOE and KS were identified by the majority of respondents as being greatly involved in new collaborations and initiatives (92 percent and 69 percent respectively). Approximately one-fourth of respondents (23 percent) identified community organizations as being greatly involved. Institutions of higher education, charter schools, and other organizations were

Key Questions:



- *What opportunities for new programs were presented as a result of the Kahua Program? (4a)*

Level of agreement that the Kahua collaboration led to new opportunities

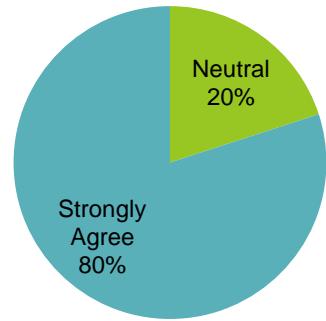


Figure 33. Level of agreement that the Kahua collaboration led to new opportunities
Source: Stakeholder's Survey

not identified to be greatly involved in new collaborations, but were reported by at least half of respondents to be minimally or somewhat involved (Figure 34).

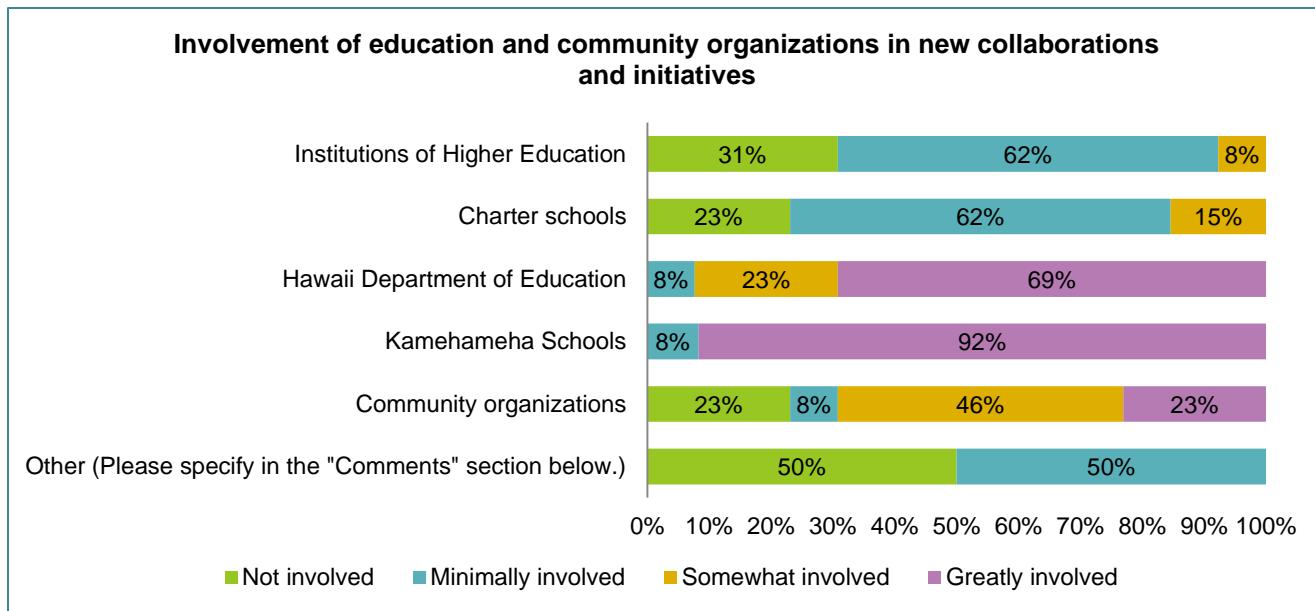


Figure 34. Stakeholder responses on the degree of involvement in new collaborations or initiatives

Source: Stakeholder Survey

Additional Benefits From the HIDOE and KS Collaboration

Respondents stated several benefits that resulted from the collaboration between KS and HIDOE: enhanced student outcomes (improved student engagement and achievement), strengthening of teacher outcomes (teacher retention and better prepared teachers), new and/or improved relationships between KS and HIDOE as well as other community organizations that are based on trust and shared goals (“we are in this together as a community”), and awareness and understanding of the impact of culture-based education including more focused efforts to address student needs, particularly Native Hawaiian students.

Summing up New Opportunities and Collaborations

- Kahua helped pave the way for a range of new opportunities, such as more training and professional development opportunities, culture-based strategy implementation, new relationship-building opportunities for teachers, and teacher institute courses.
- The following new collaborations/initiatives were specifically identified as resulting from the Kahua program: Ho`okele, Moenahā Site Program, Culture-Based Workshops: Culture Matter Series, Culture-Based Approach to Common Core, Teacher Institutes, and Collaboration with Community Resources.
- The majority of stakeholder survey respondents considered HIDOE and KS to be greatly involved in new collaborations and initiatives (92 percent and 69 percent respectively), with lesser degrees of involvement reported for other organizations.
- Perceived benefits arising from the collaboration between KS and HIDOE included enhancing student and teacher outcomes, fostering new and/or improved cross-organizational relationships, and building awareness and understanding of the impact of culture-based education.

Limitations

This study served to examine the extent to which the goals of the Kahua program were met. Extant data were primarily used, with additional data collection to supplement areas in which data were not collected. Although a large amount of program data had been collected from 2007, only data that were consistent across years and complex areas were used. Therefore, there are additional data that were not included in this study. Additionally, the timing and conditions associated with how each data collection instrument was administered across all complex areas and all years were not assessed for consistency.

Data also pertained primarily to Kahua program participants (with the exception of the small sample size of educators who did not complete the Kahua program). As such, comparisons to a control group cannot be made. While gains in Kahua participants' survey scores are statistically significant in a pre/post analysis, they may reflect normal growth in a school year. A control group sample, stratified by complex area, would be necessary to discern any significant differences between teachers who participated in the Kahua program and teachers who did not participate in the program. This is an especially important consideration as most Kahua participants volunteered to be a part of the program, presenting a self-selection bias.

Fidelity of program implementation was not examined as a part of this study. Therefore, differences in program implementation across complex areas were not assessed in relation to any of the results reported.

What have we learned?

Insights from this evaluation study can lend guidance to Kamehameha Schools as they continue to explore and maximize the impacts of the Kahua program. Key findings from this study are discussed below.

- ❖ **Cross-organization collaboration requires an investment of time and resources to build relationships and overcome past interactions between organizations. This collaboration can then lead to a partnership that is effective at designing and implementing a program.** Numerous curricular, material, personnel and community resources, as well as the substantial investment in establishing cross-organizational relationships and collaborations, were critical to launch a collaborative relationship between Kamehameha Schools and the Hawaii Department of Education (HDOE). Particular attention needed to be given to establishing support and trust among all stakeholders (e.g., program planners, implementers, and supporters) given the residual effects and hesitation arising from past, less-than-successful collaborations between KS and HDOE. The majority of stakeholder survey respondents (67 percent) reported that they strongly agreed that the partnership between KS, HDOE, and other organizations was effective at *planning* the Kahua Program. Additionally,

almost half of all stakeholder survey respondents (47 percent) considered KS' trust with HIDOE to be high throughout the implementation of Kahua, while 20 percent felt that trust with HIDOE started out low, but increased over time. Another 20 percent considered that trust with HIDOE had started out high, but decreased over time. With respect to HIDOE's trust with KS, equal proportions of respondents (43 percent for both) felt that trust was high throughout the implementation of Kahua, or that trust with KS started out low but increased over time.

- ❖ **HIDOE's capacity to carry out the Kahua program increased over time; additionally, some elements of the Kahua program were incorporated into sustainable HIDOE programs.** Given the intent of the Kahua program to evolve into a sustainable program under HIDOE, building capacity within HIDOE to implement Kahua was a key area of focus. Conversations with the founders of the Kahua program (e.g., personnel who contributed to the initial design of the program in 2007) suggest that exposure to elements of the Kahua program, and involvement in its implementation, strengthened HIDOE's capacity to carry Kahua forward. In particular, these elements included the culture-based education philosophies and implementation strategies associated with the program. Across the core planning team as a whole, involvement in the program increased capacity in areas such as understanding of the Hawaiian culture, incorporation of Hawaiian cultural elements into professional development, ability to prepare culturally relevant topics for educators, identification of community-based sites, organizations, and resources, access to community-based sites, organizations, and resources, and a plan for sustainability of the Kahua program. Additionally, elements of the Kahua program were designed to be adopted fully into a sustainable HIDOE teacher induction and mentoring program. According to the greatest proportions of stakeholder survey respondents, the Hō`ike was fully adopted by the HIDOE, followed by data collection/evaluation, key speakers, and the on-site core planning team. Community mentorships and a HSTA/retired teachers connection were adopted to a lesser extent.
- ❖ **Participation in the Kahua program influenced more than 70 percent of participants' decision to remain in the teaching profession or in the same complex area.** A majority of respondents (87 percent) indicated that after completing the program, they remained in the teaching profession between one and four years, while 13 percent of teachers reported leaving the teaching profession. A majority of teachers (73 percent) affirmed that Kahua influenced their decision to remain in the teaching profession. The Kahua program influenced teachers' decision to remain in the teaching profession by revitalizing their commitment to the teaching profession; instilling the value of culture-based and place-based curriculum; and providing them with support from KS staff and mentors. Kahua also contributed to reducing teacher mobility between complex areas. Across all cohorts, a majority of teachers (nearly 70 percent) credited the program for their decision to remain in the same complex areas. Two elements of the program experience were identified in particular as influential factors: 1) the appreciation and commitment teachers developed for their complex

areas and communities, and 2) the relationships they fostered and support they received through Kahua. The personal, professional, and community relationships cultivated through the program represented an important factor for many teachers in their decisions to remain in their complex areas.

- ❖ **Participants reported improving the most in their ability to understand and relate to their students and facilitate collaborative student discussions and interactions; they reported improving the least in their belief that all students should have a basic level of competency in the Hawaiian language.** According to the retrospective survey, the most consistent and highly rated skill sets developed among participants involved serving their students' personal, socio-emotional, and developmental needs. Participants indicated the greatest confidence in preparing students to be responsible, independent, and emotionally healthy. Strategies for supporting student development were primarily collaborative and interaction-based in order to encourage learning through peer collaboration, talk-story experiences, and social interactions. According to focus group responses, participants indicated they increased their implementation of integrative strategies, including the Moenahā framework, which articulated Kahua pedagogies with standardized content. Additionally, participants most frequently facilitated collaborative student discussions and group interactions and related coursework and content to the local community. In contrast, participants felt least prepared to structure their teaching around the belief that their students should have a basic competency in the Hawaiian language.
- ❖ **Participants' interactions with family and community members grew; however, further exploration is needed to discern the extent to which Kahua helped with these interactions.** Teachers felt better prepared to engage their communities because of exposure to community history, working with parents and students, and learning through Kahua frameworks. According to survey data, teachers reported an increase in how often they engaged with parents, family and community members, from the beginning to the end of each school year. Most frequently, teachers contacted parents or guardians about their children to address a problem, but also increasingly to discuss their successes. However, specific efforts to form ties with parents and families and to connect classroom to community were less forthcoming, suggesting more impediments to this component of relationship building. For example, teachers less often developed homework assignments and activities that involved family members, and less frequently invited families into the classroom or learning environment. Lack of time, resources, or comfort with cultural protocols may have been potential factors limiting the extent of teachers' efforts to engage families and communities. Out of all focus group responses, 10 percent of responses relayed that Kahua did not facilitate community relationships and 33 percent of responses indicated that Kahua did not affect how they interact with families and community members.

- ❖ **Kahua set the stage for a variety of new collaborations and initiatives.** The majority of stakeholder survey respondents (80 percent) strongly agreed that Kahua led to new opportunities (figure 2); these included more training and professional development opportunities, culture-based strategy implementation, new relationship-building opportunities for teachers, teacher institute courses, and other unspecified opportunities to collaborate as a result of Kahua. The following new collaborations and initiatives were specifically identified as resulting from the Kahua program: Ho`okele, Moenahā Site Program, Culture-Based Workshops: Culture Matter Series, Culture-Based Approach to Common Core, Teacher Institutes, and Collaboration with Community Resources. Among the smaller set of respondents who were neutral that Kahua resulted in new opportunities, reasons included a lack of funding and alignment to HIDOE initiatives and a lack of support from complex area superintendents for culture-based education.

Next Steps

The key findings from this evaluation may be used to guide potential next steps, further avenues of research or analysis to explore, and continuing conversations to improve and enrich the operation of the Kahua program.

<p>Explore strategies to build and diversify teachers' engagement with families and communities.</p> <p>This may be explored by examining approaches for engaging families in the educational process, bridging the gap between classroom and community, and ensuring and sustaining active and ongoing communication. One approach may be to incorporate a training component focused on cultural protocols or likely situations that may arise when communicating with families.</p>	<p>Continue to capitalize on cross-organization involvement in new opportunities.</p> <p>At present, according to survey data, KS and HIDOE both have high levels of involvement in these types of new endeavors. To further support the transition toward sustainability of Kahua, it may be beneficial to increase engagement of community organizations, institutions of higher education, charter schools, and additional organizations in Hawai'i as leaders or partners in new initiatives.</p>
<p>Revisit the structure and implementation of the Kahua program to maximize completion rates.</p> <p>Approximately three-fourths of participants who began the Kahua program completed the program within the same year. The primary reasons respondents identified for not completing the program were time commitment issues or scheduling conflicts. Specific issues included conflicts between Kahua events and personal commitments, high time commitments, feeling overwhelmed by program time commitments, and conflicts with school-related functions or events. Exploring these issues and using it to inform possible modifications to the implementation of the Kahua program can lead to the reduction of the number participants who do not complete the program.</p>	<p>Consider conducting follow-up case studies and recruiting a comparison group.</p> <p>To examine the successes and challenges of the Kahua program in more place-specific contexts, one next step to pursue would be to conduct a case study. The Kea'au/Ka'ū/Pāhoa complex area, as the original pilot location of the program, could serve as the site of an initial case study. Additionally, from a methodological perspective, one strategy to increase response rates may be to begin recruiting comparison group participants (e.g., teachers who have not participated in Kahua) at an earlier stage in the data collection and evaluation process. Finally, retention rates of participants may be further examined using a methodology and data comparable to how retention is calculated and reported statewide by the HIDOE.</p>

References

Arsen, D., Plank, D., & Sykes, G. (1999). School choice policies in Michigan: The rules matter. East Lansing, MI: Center on School Choice and Educational Change, Michigan State University.

Ascher, C., Jacobowitz, R., McBride, Y., & Wamba, N. (2000). Reflections from New York City's charter schools and charter authorizers. New York: New York University, Institute for Education and Social Policy, School of Education.

Berliner, B. (1997). What It Takes To Work Together: The Promise of Educational Partnerships. Knowledge Brief.

Bill and Melinda Gates Foundation. (2010). Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project. Retrieved from <http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf>

Briggs, D. (2000). Managing leadership transitions in education partnerships. San Francisco, CA: WestEd.

Chapman, J. D., & Planning, I. I. for E. (2005). Recruitment, retention, and development of school principals. International Institute for Educational Planning. Retrieved from http://doc-aea.aide-et-action.org/data/admin/school_principals.pdf

Chinn, P.W.U. (2007). Decolonizing methodologies and indigenous knowledge: The role of culture, place and personal experience in professional development. *Journal of Research in Science Teaching*, 44(9), 1247-1268.

Chrislip, D. D., & Larson, C. E. (1994). Collaborative leadership. San Francisco: Jossey-Bass.

Gray, B. (1989). Collaborating: Finding common ground for multiparty problems(Vol. 329). San Francisco: Jossey-Bass.

Darling-Hammond, L., & Rothman, R. (2011). Teacher and Leader Effectiveness in High-Performing Education Systems. Alliance for Excellent Education. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED517673>

Ferguson, C. (2008). The School-Family Connection: Looking at the Larger Picture. A Review of Current Literature. National Center for Family and Community Connections with Schools. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED536948>

Freiberg, H. J. (1998). Measuring School Climate: Let Me Count the Ways. *Educational leadership*, 56(1), 22–26.

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76, 173–208.

Hawaii Department of Education. (2010). Hawaii's Race to the Top Application. Retrieved from <http://doe.k12.hi.us/arra/index.htm>

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hess, F., Rotherham, A., & Walsh, K. (2004). A Quality Teacher in Every Classroom? Appraising Old Answers and New Ideas. Harvard Education Press. Retrieved from <http://www.nctq.org/nctq/research/1109818629821.pdf>

Ingersoll, R. (2007). Short on power, long on responsibility. GSE Publications, 129.

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88, 28-40.

Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring for beginning teachers: A critical review of the research. *Review of Educational Research*, 81 (2), 201–233.

Kahumoku III, W., & Kekahio, W. (2010). The Kahua Induction Program: Systemically Supporting New Teachers Through Culturally Relevant, Place-Based, and Community Mentor Strategies. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, 6.

Kamehameha Schools. (2012). The Kahua New Teacher Induction and Professional Development Program: 2011-2012 Report.

Kauhale Kīpaipai (2012). Kauhale Kīpaipai Strategic Document 2012–2015. Internal document.

Malloy, C. L., & Wohlstetter, P. (2003). Working Conditions In Charter Schools What's the Appeal for Teachers?. *Education and urban society*, 35(2), 219-241.

Mattessich, P. W., & Monsey, B. R. (1992). *Collaboration: what makes it work. A review of research literature on factors influencing successful collaboration*. Amherst H. Wilder Foundation: St. Paul, MN.

Newmann, F. M., & Sconcert, K. (2000). School improvement with external partners. Chicago, IL: Consortium on Chicago School Research.

Ronfeldt, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). How teacher turnover harms student achievement. National Bureau of Economic Research. Retrieved from <http://www.nber.org/papers/w17176>

Vorsino, M. (2010). Teacher Dropouts. Retrieved December 20, 2012, from http://www.staradvertiser.com/news/20100907_teacher_dropouts.html?id=102324689

Walsh, K., & Tracy, C. O. (2005). Increasing the odds: How good policies can yield better teachers. National Council on Teacher Quality.

Weisman, D., Sexton, S., Mulhern, J., & Kneeling, D. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Retrieved from <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

Weiss, E.M. & Weiss, S.G. (1999, November). Beginning Teacher Induction. Educational Resources Information Center. Retrieved from <http://eric.ed.gov/?id=ED436487>

Wohlstetter, P., & Griffin, N. (1998). Creating and sustaining learning communities: Early lessons from charter schools. Philadelphia: University of Pennsylvania Consortium for Policy Research in Education.

Wohlstetter, P., Malloy, C. L., Hentschke, G. C., & Smith, J. (2004). Improving Service Delivery in Education Through Collaboration: An Exploratory Study of the Role of Cross-Sectoral Alliances in the Development and Support of Charter Schools*. *Social Science Quarterly*, 85(5), 1078-1096.

Wong, H. K. (2005). New teacher induction: The foundation for comprehensive, coherent, and sustained professional development. In H. Portner (ed.), *Teacher mentoring and induction: The state of the art and beyond* (pp. 41-58). Thousand Oaks, CA: Corwin Press.